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ABSTRACT

The review of special education worldwide is based on questionnaire replies of appropriate ministries in 58 United Nations member states during 1986-87. The first part of the review consists of a summary and analysis of data collected concerning such aspects of special education as policy, legislation, administration and organization, special education provision, training, finance, research, and development. Issues are identified in the areas of legislation, access to education, integration, parental involvement, information exchange, and the language of handicap. National summaries are provided for the following countries: Algeria, Argentina, Barbados, Botswana, Brazil, Cameroon, Chile, China, Congo, Costa Rica, Cuba, Czechoslovakia, Denmark, Ecuador, Egypt, El Salvador, Ethiopia, Finland, German Democratic Republic, Federal Republic of Germany, Ghana, Guatemala, Hungary, Indonesia, Iraq, Ireland, Israel, Jordan, Kuwait, Madagascar, Malawi, Mali, Malta, Mexico, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Panama, Peru, Philippines, Poland, Rumania, Saudi Arabia, Senegal, Sri Lanka, Sweden, Syria, Thailand, Tunisia, Uganda, Uruguay, Venezuela, Yugoslavia, Zaire, Zambia, Zimbabwe. The questionnaire is attached. (DB)

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Review of the Present Situation of Special Education

Unesco 1988

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Review of the Present Situation of Special Education

Unesco 1988

ED-88/WS/38

REVIEW OF THE PRESENT SITUATION OF SPECIAL EDUCATION

This review is based on the replies of 58 countries to a questionnaire sent by the Secretariat to the Ministries responsible for special education in a number of Member States. The information was collected during 1986 and 1987.

The first part of the review consists of a summary and analysis of the main data collected concerning various aspects of special education: policy, legislation, administration and organization, special education provision, training, finance, research and development.

A number of issues are highlighted at the end of the chapter, which in turn offers a valuable source of information on where the action points are with regard to developing educational provision for disabled persons, and provides a platform for future planning.

The second part of the review provides a summary of the present situation of special education in each of the countries replying to the questionnaire.

* * *

COUNTRIES WHO HAVE CONTRIBUTED "CASE STUDIES"

CHILE
COSTA RICA
GHANA
IRELAND
JAPAN
KENYA
NEW ZEALAND
NORWAY
PHILIPPINES
SRI LANKA
YUGOSLAVIA

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INTRODUCTION

Unesco undertook in 1986-1987 a review of policies, legislation, administration, financing and provision of education of disabled persons, in order to update information on the present situation of special education in Member States.

The information was collected by means of a questionnaire (Annex I) sent out by the Secretariat to a large number of Member States. The questionnaire was addressed to the department or unit in the Ministry responsible for Special Education, as identified in the Unesco Directory of Special Education. The questionnaire was sent out in 1986 and the replies were received between 1986 and mid 1987. Initially, eighty Member States were contacted to contribute to this exercise. This included countries who participated in the first study published by Unesco in 1971 "A Study of the Present Situation of Special Education". These countries covered the different world regions: fifteen from Africa, eight from Arab States, fifteen from Europe, fifteen from Latin America and the Caribbean and six from Asia and the Pacific. With a close follow-up on the activity, Unesco was able to secure 75% response; fifty-nine replies were received of which fifty-eight were usable.

It should be noted that some of the replies were very extensive with full responses and extended supplementary documentation. In a few cases, the questionnaire was supplemented with a more detailed case study, and this information is available from Unesco * In other cases the replies were skimpy. This left two contrasting problems in summarizing the information: condensing very rich information to a narrow framework, and expanding and/or checking incomplete information in other cases. It is hoped that this process has not resulted in misrepresentation of any country's situation.

Notwithstanding the above, the review constitutes a unique distillation of information on practice worldwide. The basic information on the countries presented herein is of interest in its own right, and will be of assistance to policy makers, planners, administrators and educational specialists.

Part I of the review provides a summary and analysis of the information received and highlights present trends. It also puts forward a number of issues which call for more indepth reflexion. This part is also a valuable source of information on where the action points are with regard to developing educational provision for disabled persons, and provides a platform for future planning.

Part II consists of the summaries of all the country replies, presented in a uniform plan corresponding as closely as possible with that of Part I.

The work represented in this review was carried out by Dr. Seamus Hegarty at the National Foundation for Educational Research in the United Kingdom.

N.B. Part I of this review is available in Arabic, French and Spanish.

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* see list of countries who have contributed case studies in Special Education.

PART I

A. SUMMARY

SPECIAL EDUCATIONAL POLICY

The responses fell into three broad categories: brief statements outlining general principles; lists of relatively specific objectives; and extended accounts setting out policy more fully.

The brief statements focussed on the individual child (as opposed to the provision of services) and were addressed to promoting individual development (each child's skills and tendencies should be discovered and developed - Saudi Arabia), overcoming the limitations of handicapping conditions (correct and compensate for disabilities - Cuba; education in accordance with abilities, qualifications and interests - Norway) and promoting independence and economic self-sufficiency (become active, productive members of society - Kuwait). While many responses stressed preparation for adult life, only one had an explicit objective that children with disabilities should 'lead full lives as children' (Ireland). Many of the statements were set within an integration context, whether in terms of equal opportunities (same opportunities as others to participate in education and develop their abilities - Senegal) or in terms of common schooling (facilitate integration at the different levels of education - Ecuador).

In a few cases, the statements were addressed to the services rather than to individual children. Thus, the aim might be to establish special education as an integral part of the regular education system (Botswana), to establish a common framework for all education (Finland) or to increase the level of services and spread them across the country (Syria).

Lists of objectives tended to cover quite detailed matters: early detection, prevention, identification, development of assessment instruments, integration of services, teacher training, job placement services, research into special education and educating society about handicap. Examples include developing pre-school provision in rural areas, designing and implementing an assessment system, and promoting the participation of those with special needs in sports and leisure activities.

A few responses offered fuller statements. Thus, Denmark referred to the three principles of normalization, decentralization and integration and set out how these underlay policy. Guatemala reported a five-year plan which set out policies, and detailed objectives, in respect of institutional development, extension of services, maximum use of resources and professional development. New Zealand characterised appropriate provision in terms of four qualities, that it should be universal, integral, lifelong and unified. Peru saw special education as entering into the framework of the new conception of education which regarded it as an agency of social justice as well as individual enrichment.

LEGISLATION

Compulsory education

Education is compulsory in most responding countries, but certain groups of children were specifically excluded in about one-third of them. Care should be taken in interpreting the figures in Table 1. Even in countries where education was said to be compulsory for all, it is likely that many children did not attend school either because provision was limited or enforcement was not strict. In addition, it is probable that there were de facto exclusions relating to handicap: of the 32 countries claiming compulsory education for all, only a few confirmed that no children with handicaps in these countries were excluded from education, and other information (outside the questionnaire data) on individual countries would suggest that some children with handicaps do not enter the education system. Of the 19 countries which acknowledged exclusions from an otherwise compulsory system, practically all referred to the severity of handicap: children with severe and profound handicaps were most often excluded. Other handicapping conditions - profound deafness, autism, cerebral palsy, behaviour problems, mental illness - were cited in a few cases. In six of the 19 cases, scarcity of resources was given as a reason for excluding certain children.

Table 1

Number of countries excluding children with handicaps from education

	No	%
Education compulsory for all	32	55
Education compulsory - some children with handicaps excluded	19	33
Education not compulsory	7	12
	58	100

Legislation relating to special education

Most countries - over three-quarters - reported having legislation concerning the education of those with handicaps. In a few cases this consisted of provision made within the framework of general legislation for children and young people. In exactly half of these countries (22 out of 44), legislation covered all levels of education from pre-school to post-school. In the remainder, three (12 countries) or two (4 countries) levels were commonly covered, usually taking in elementary and secondary school levels. There were only seven countries in which legislation was confined to a single level - always elementary or secondary.

There were 14 countries which reported no legislation concerning the education of handicapped persons. Five of these indicated that handicapped pupils were deemed to be included in the general legislation on education for all pupils.

Categories

A majority of countries (37) defined categories of handicap in their legislation. Of these, 17 defined the seven main categories given in the questionnaire - emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities. When particular categories were not defined in the legislation, the ones most frequently omitted were learning

disabilities (omitted by 15 of the 37), emotional disturbance and language disorders (omitted by 11 each). Visual impairment and hearing impairment were included in every case. Additional categories defined in some countries included multiple handicap, autism, chronic illness and leprosy.

In the other 21 countries, the absence of formal definitions of handicap seemed to be associated with either relatively low levels of provision or, in a few cases, advanced levels of provision where there had been a conscious decision to provide special education on a non-categorical basis. Thus, New Zealand argued that since special education as offered was essentially non-categorical, the traditional handicap groupings should be eliminated. Some other countries not having legislative definitions did actually administer special education along categorical lines.

New legislation

Two-thirds of respondents (38 out of 58) referred to new legislation under discussion or being introduced. This ranged from loosely formulated discussion of the need for various legislative developments to definite plans to introduce regulations governing specific aspects of educational provision. A wide range of topics was covered - early intervention, family support, new curricula, developments in general education to facilitate integration, vocational training, teacher training and administrative responsibility for mentally retarded children.

Given the different legislative baselines and the tentative nature of many of intentions expressed, it is difficult to identify any trends. Two points may be noted: there seems to have been a general acknowledgement of the need to underpin developments in provision with appropriate legislative action; and the frameworks for special education and general education were moving toward each other, albeit slowly.

ADMINISTRATION/ORGANIZATION

Education ministries were responsible for special education in the great majority of cases, as shown in Table 2. Various responsibilities were vested in other ministries or shared with them. Thus, health ministries were frequently responsible for pre-school provision and labour ministries for vocational training and rehabilitation. In some cases particular groups of children were the sole responsibility of other ministries - eg mentally retarded (health/social affairs), delinquents (justice).

Table 2

Ministries responsible for special education

	No	%
Education	48	83
Social Affairs	8	14
Other	2	3
	58	100

The eight social affairs ministries responsible for special education include ministries with various titles - health and social affairs, social protection, social development. They tended to work closely with the education ministry in their country. The two 'other' ministries in Table 2 are a Ministry of Population, Youth and Sport (Madagascar) and an Institute for Special Provision (Panama).

The most common administrative arrangement was to have within the Ministry of Education a separate department dealing with education. Generally, the special education system ran parallel to the mainstream system, with modifications as judged necessary, and the function of the special education department was to provide the administrative structure for this parallel system. In some cases, the age range was divided up differently in the two systems, or the special education system extended over a longer period of time. There were other organisational models. In some cases, special education was subsumed under the department dealing with primary education, reflecting the main thrust of provision. Another possibility was for special education to be administered as part of the general system, without any separate administrative structure.

A total of 20 countries reported having a special education co-ordinating body at national level. These bodies had representatives from various government departments and non-governmental agencies concerned with special educational provision. They were charged with maintaining an overview of developments relating to children and young people (and sometimes adults as well) with special needs. Several responses pointed to an intention to set up a co-ordinating body.

SPECIAL EDUCATIONAL PROVISION

School provision

The pattern of special educational provision was extremely varied. Respondents were asked to list the forms of provision available for each kind of handicap. A complex picture emerged, with wide variation in the extent to which different forms of provision were available for different kinds of handicaps. Taken overall, special schools were by far the most common form of provision, followed by special classes in regular schools. (See Table 3.) These forms of provision were not spread evenly across the the different handicaps. Provision was most commonly made for those with visual impairment, hearing impairment, physical handicaps or mental retardation.

Table 3

Number of countries using different forms of provision

	No	Total
Day special schools	54	58
Boarding special schools	53	"
Special classes in regular schools	44	"
Support teaching in regular classes	37	"
Schools in hospitals	31	"
Schools in other institutions	28	"

The diversity of provision is illustrated vividly by the figures on number of pupils of compulsory school age enrolled in special educational provision. The range extended from three per 10,000 pupils at the lower end (China, Congo, Mali) to 1,300 per 10,000 at the top end (Denmark). The information is summarized in Table 4. The figures must be interpreted with caution because of the different ways in which educational provision is defined in different countries and because of the difficulties in collecting the requisite information. They are useful however in giving approximate orders of magnitude.

Table 4

Number of pupils enrolled in special education provision as a percentage of school age population

Range (%)	No of countries
less than 0.1	10
0.1-0.4	13
0.5-0.9	9
1.0-1.9	6
2.0-2.9	6
3.0-3.5	5
more than 3.5	2
No information given	7
	58

Of 51 countries supplying information, 34 had fewer than 1% of pupils enrolled in special educational provision. Of the latter, 10 had special educational provision for less than 0.1% of pupils. The highest levels of provision were recorded by the Netherlands (3.5%), Israel (5%) and Denmark (13%). Problems of definition are particularly acute where countries with high levels of provision are concerned. This is exemplified by Denmark, Norway and Sweden - three countries which have relatively similar levels of provision but which returned very different figures: Denmark reported 13%, presumably including all pupils receiving special educational provision, in both special schools and regular schools; Norway reported 0.7% referring only to pupils attending special schools; and Sweden said that a figure could not be given because there were no strict boundaries between special provision and regular provision.

Table 5 gives a breakdown of special educational provision in terms of service providers. In 11 countries, all provision was made by the state education system; in some cases this took the form of supplying teachers to institutions run by other government departments. A sizeable amount of provision was made by state agencies outside the education system. One of the most notable facts perhaps is the extent to which voluntary bodies provided special education: a majority of countries reported significant reliance on voluntary provision, and 7 (of 47 countries supplying information) reported that voluntary bodies made at least 80% of special educational provision.

Table 5

Breakdown of special educational provision, by service provider

	No of countries	%
All provision by state education system	12	21
At least 80% of provision by state agencies	9	16
Between 20% and 80% of provision by state	19	33
Less than 20% of provision by state	7	12
No information given	11	19
Total	58	101

Integration

Integration was a declared policy in three-quarters of the countries responding. (See Table 6.) Only limited information was given on the nature of these policies and their implementation, but it is clear that integration meant very different things in different countries. Thus, in the Federal Republic of Germany integration seemed to take the form

of making adequate provision in special schools and educating pupils with special needs in such a way that they were equipped as well as possible for adult life, while in Finland the main principle informing the organization of special education was that it should be an integral part of the common education system catering for all pupils.

Table 6

Policy on integration

	No	%
Countries having a policy	43	74
Countries not having a policy	15	26
	58	100

In some countries an integration policy represented an aspiration for the future, while in others it was a major thrust of current special educational provision. Thus, Zaire espoused integration but did not have any specific measures to advance it, and Uruguay was running a pilot experiment in just 10 schools. Other countries reported quite extensive support for integration. For example, in Costa Rica curricula were being adapted to facilitate the integration of those with mild handicaps. Cuba, El Salvador and Peru referred to procedures for transferring pupils from special schools to regular schools whenever appropriate. Argentina and Venezuela described how pupils with special needs were given support in regular schools by teachers from special schools or other specialist staff who visited on a regular basis.

In countries such as New Zealand and Norway, integration was a central principle in the organization of special education services, and considerable progress had been made toward its universal application: the local community school was seen as the normal setting for pupils with special needs and special education was being provided in regular classroom settings alongside peers. When separate provision was judged necessary, the aim was to limit its duration and to offer it in regular education settings whenever possible.

Pre-school and post-school provision

Provision at pre-school and post-school levels was relatively limited. Table 7 summarizes the information collected. About half the countries responding had little or no provision at either level. When good provision of a selective nature was available, this tended to be focussed, at both levels, on those who had physical handicaps or visual impairments and, additionally at pre-school level, on infants with hearing impairments. In a number of countries, the selectivity was determined by geography: services were available in some measure to those living in cities but not otherwise. Several responses drew attention to the need for service development in rural areas.

Table 7

Pre-school and post-school provision

	Pre-school		Post-school	
	No	%	No	%
Limited or no provision	28	48	33	57
Good provision for some	16	28	14	24
Good provision for all	14	24	11	19
	58	100	58	100

Patterns of provision were varied. At pre-school level, there were early intervention programmes allied to home teaching, support in regular nursery schools and classes, and pre-school classes attached to special schools. At post-school level, provision mainly took the form of vocational preparation in special schools or training provided after school in colleges attended by all young people. There were some colleges specifically for young people with disabilities, but there seemed to be a growing tendency to establish provision in colleges for all young people.

TRAINING

Only a minority of countries reported coverage of special needs in the teacher training available to all teachers. At initial training level, 14 countries had an input on teaching pupils with special needs. (Seven countries said there was none, and the remainder did not supply the information.) This was extensive in a few cases - Israel had between 200 and 250 hours of instruction in special education for all intending teachers, and Sweden had about 10 weeks' study of special education. In some countries the special needs input was optional so that not all trainee teachers took it or it was available only to students intending to teach in the primary sector.

Thirteen countries reported that there were opportunities for in-service training relating to special educational needs available to teachers in regular schools. (Two said that there were no such opportunities, and the rest supplied no information.) These countries were for the most part those which provided coverage of special needs in initial teacher training. The opportunities when available were part of the general pattern of in-service provision, and were selected by teachers at their own discretion.

Training for teachers specialising in special education was extremely varied, ranging from a compulsory five-year training course in a college to on-the-job instruction available on an ad hoc basis. The most common pattern was to build on basic teacher training with further training, often lasting about a year and geared to a specific handicapping condition such as hearing impairment or visual impairment. It was common for teaching experience, of between two and six years, to be required before teachers could be trained for work in special education. In some cases, teachers were encouraged to seek training before working in special education but were not required to do so. In a number of countries, there was no indigenous training, and those requiring training had to go abroad.

In-service training opportunities were widely available to teachers working in special education. These could be short occasional courses provided in the schools in which teachers worked, regional and national courses of varying duration, long courses building up to a diploma or substantial post-graduate work. In two countries (Czechoslovakia and Hungary), special education teachers were obliged to engage in regular in-service training throughout their teaching careers.

FINANCE

Special educational provision was financed by a mixture of funding from the state, voluntary bodies and parents. State funding was the predominant source of finance; in 19 countries all special educational provision was funded by the state, and in most others the major part of provision was funded in this way. State funding was generally channelled to schools by the responsible ministry through local authorities or voluntary bodies. In the case of distribution through local authorities, various formulae were in use to determine the allocation; these tended to have a fixed element related to population or pupil numbers and a variable element geared to local priorities and needs. Voluntary organisations had been responsible for establishing a good deal of educational provision in many countries; where they still provided it, they were commonly reimbursed for expenditure including teachers' salaries subject to agreed limits.

Voluntary bodies were a source of funding in their own right. Many contributed to the cost of provision over and above what was refunded by the state. This arose for example when they spent more than the agreed amounts in order to improve staff/pupil ratios or upgrade buildings and equipment. There was reference to funding by voluntary bodies in 30 countries, though in most cases it was not possible to discern how significant this was. In nine of these, there appeared to be a substantial contribution from abroad through funding from international organizations and aid programmes.

A further significant contribution to the cost of special educational provision was made by parents. As indicated in Table 8, no contribution was required of parents in 36 countries. In a good many of these however, voluntary contributions were taken up and many schools had fund-raising activities to provide extra materials and equipment and to fund out-of-school activities. Five respondents noted that, whereas regular education was fee-paying in their country, special education was provided free of charge. In 17 countries, it appeared that parental contributions were required in respect of some or all of tuition fees, books, learning materials, school uniform and residential costs. In a number of cases, costs were said to be levied on an income-related basis, particularly as regards residential provision.

Table 8

Parental contribution to costs of special educational provision

	No	%
Contribution required	17	29
Contribution not required	36	62
No information	5	9
	58	100

RESEARCH AND DEVELOPMENT

One-third of respondents (19 of 58) reported that separate national funds were allocated for research and development in special education. Two respondents (Guatemala and Panama) referred to research units dealing specifically with special education. There did however seem to be little connection between the amount of research and development activity reported and whether or not separate funds were allocated:

some countries with a separate allocation reported little or no research activity, whereas others which did not have a separate allocation were engaged in extensive research and development programmes. Several respondents pointed out that support for research and development in special education was included in the general support for research and development in education.

Table 9 gives the topics most frequently cited in lists of current research. Studies of integration covered the integration of different groups and age levels, attitudes of age peers and comparisons between integrated and segregated provision. Studies of pre-school and early intervention included detection and assessment, programme development and delivery, evaluation of services and integration. Studies of service organization included investigations conducted to facilitate the extension of services, whether to regions or to groups not currently served. Transition studies covered vocational training, careers guidance and integration into post-school institutions. Surveys were usually conducted to ascertain the number of children and young people with different kinds of special needs with a view to planning for service delivery.

Table 9

Incidence of topics for research

Topic	No of countries citing it
Integration	17
Pre-school/early intervention	8
Organisation of special education	7
Transition from school to adult life	6
Surveys	5

Other topics mentioned by more than one country included the new information technologies, parental involvement, braille, evaluation of services, the teaching process, assessment and sign language. Mention was also made of research into the education of particular groups, most frequently those with hearing impairment and those with mental retardation.

As might be expected, there was some overlap between the research topics and the aspects of curriculum development receiving attention. Table 10 gives the aspects mentioned most frequently. Pedagogy included the application of theories of cognitive development to special education, developing individual educational programmes, adapting the mainstream curriculum and working toward a common curriculum for all pupils. Curriculum development for pupils with hearing impairment covered sign language, oralism and total communication. New information technologies included producing appropriate software to facilitate individual pupils' learning. Other topics mentioned more than once included curriculum development for visually impaired pupils, music therapy and the production of learning materials.

Table 10

Aspects of curriculum development

Topic	No of countries citing it
Pedagogy	9
Curriculum for pupils with mental retardation	8
Curriculum for pupils with hearing impairment	7
Vocational preparation	5
Pre-school programmes	5
New information technologies	4

PRIORITIES FOR THE FUTURE

Respondents were asked to describe what they perceived to be the main issues concerning the future development of special education in their country. Table 11 summarizes the responses. Four topics were clearly uppermost in their minds: integration, early intervention, teacher training and vocational preparation. The priority given to integration is encouraging and it is to be hoped that it signifies more than conventional rhetoric. The concern for early intervention is presumably a reflection of the acknowledgement of the importance of early development and to the widespread lack of adequate services. Teacher training was focussed on improving the supply and quality of special education teachers but also included a concern to incorporate some inputs on special education into general teacher training.

Table 11

Priorities for the future

Topic	No of countries citing it
Integration	32
Early intervention	24
Teacher training	18
Vocational preparation	15
Resources	5
Parental involvement	4
Changing attitudes	4

The surprises in this listing are perhaps the topics less frequently mentioned. The low priority given to resources or to parental involvement, for instance, might not have been expected. Other issues receiving few mentions included the extension of special education to those not currently served (3 respondents), curriculum development (2), inter-agency collaboration (2) and developing micro-computer applications (1).

B. FURTHER ISSUES

A survey of the kind reported here must content itself with outline information. The detail of the provision made by individual countries is inevitably lost, and it is hoped that no significant distortion has been introduced as a result. There are gains to be had from sacrificing the detail. By focussing on the general contours of provision it is possible to have a picture of special educational provision as a whole and to discern trends across countries. Some of these have been noted in the summary above. A few further issues are addressed here.

Legislation

There was a great deal of legislative activity bearing on the education of children and young people with special needs. Much had been enacted, and many countries reported plans for further legislation. Most of the legislation was based on the extent to which these children and young people were different from their peers and needed legislative support for appropriate, or any, provision to be made. Categories of handicap were generally enshrined in legislation. Only a few countries were deliberately seeking to encompass those with special needs within the framework of general legislation for all children and young people.

There are clear benefits associated with all this legislative activity, but some potential problems as well. On the positive side, legislation can set out rights - to equality of opportunity, to the assessment required to identify individual needs, and to an appropriate education. It can help in securing the resources needed to translate abstract rights into practical entitlements. It can also legitimise the provision made for those with special needs by putting it on the map as it were and locating it within more general frameworks.

On the debit side, there are two potential traps: allowing the task of enacting appropriate legislation to divert attention from building up provision; and assuming that legislative achievement automatically enhances the provision of services. Fine words on the statute book are not the same as effective provision on the ground. Implementing legislation is more taxing and prone to failure than enacting it in the first place. There is a further, potentially very damaging effect of legislation. This arises when it is based on outmoded concepts and inappropriate models of provision. Attention has been drawn to the ubiquity of categories of handicap in most education systems. The defect model of achievement implied by categories, especially when coupled with limited - and limiting - models of integration, can have a major detrimental effect on the educational opportunities available to children. When legislative advances are built on these concepts and models, the net effect is to increase their legitimacy and lock children into inappropriate forms of provision.

Access to education

Access to education is extremely variable. This is due in part to generic factors such as the state of national development and the availability of teachers but also to handicap-specific factors. For instance, when provision is limited, those with physical handicaps or visual impairments are more likely to be served. Those with severe or complex learning difficulties are generally least likely to be educated; in many countries they are formally excluded from the state education system.

This suggest two, inter-related foci for action: ensuring that all children are part of the state education system whatever their handicapping conditions or behavioural problems; and building up provision for those who are currently poorly served.

The first step starts with establishing universal compulsory education. In many countries it also entails transferring responsibility for certain groups of children from health/social services and justice ministries to education ministries. Several countries have been through this process, or are going through it, and analytical case studies of their experience could well be useful to other systems.

The second step entails building up provision, but also paying more attention to educational considerations: many aspects of handicapping conditions have far less bearing on education than they are often credited with and are used inappropriately to limit children's educational opportunities. A physical handicap, for instance, may have little bearing on a child's education, and two children with similar physical handicaps may have quite different educational needs. Action here should be directed to clarifying the actual educational implications of different handicapping conditions and planning service delivery accordingly.

Integration

Integration is a central issue in special education provision around the world. This is evident in the emphasis given to it in policy statements, research and aspirations for the future. The emphasis on integration is to be welcomed within any perspective that values equality of opportunity for all and seeks to desegregate those who are isolated from the mainstream.

There are some caveats to enter however. First, because integration is so self-evidently a good thing it is prone to slogans and rhetoric. This can be seen in the simplistic opposition between regular schools/good and special schools/bad. Such uncritical advocacy of integration fails to do justice to the concept itself and is a misguided basis for planning provision. Secondly, integration means' different things in different systems. This need not be a problem as long as it is realized that integration is shorthand for a process of reforming the entire school system and building up appropriate provision for all pupils. It is inevitable that different countries will be at different stages in this process, and indeed will seek to move through it at different rates. The confusions arise when the sense of a dynamic process is lost and integration is taken to be a fixed state.

In fact, relatively few countries gave evidence of seeing integration as a matter of reforming the regular school. Integration was usually seen as a problem for individual pupils: they were different and therefore segregated, and integration meant reducing their differences so that they could attend a regular school. Progress can be achieved in this way, but it is ultimately limited since the regular school framework is left unchallenged. These children are currently excluded from the regular school system because it cannot cope with them, ie it is failing to meet their needs. For real progress to be made, this failure must be acknowledged and addressed. This is why integration has to be seen in terms of school reform, whose goal is the creation of a common school offering differentiated provision for all according to need within a single coherent curriculum framework.

Advocates of integration - and they are many - should appreciate the full implications of the changes involved. It is not just a matter of tinkering with bits of the special school system. That may be the starting point in some instances, but it can be no more than that. Close attention needs to be paid to the experience of those few countries where integration has become a central principle in the organization of special educational provision and is being achieved within a radical reform of the regular school system.

Parental Involvement

Parents of children with special needs can play a major role in their education - if facilitated and allowed. This can range from contributing to assessment and curriculum planning to implementing programmes and monitoring progress. Examples of effective participation by parents can be cited but they are far from commonplace. Despite the lip service paid to parental involvement, many professionals lack commitment to it in their practice and keep parents at arms length.

The present survey gathered information on parental involvement in assessment procedures and decision-making. It is clear from the responses that practice generally fell short of the ideal of parents as partners. Assessment procedures in some countries included asking parents to supply details on the child's early development, but in the majority of cases no role was reported for them. As for participating in decision-making, the best they could generally hope for was the passive role of agreeing to, or taking issue with, the educational placement proposed for their child by the professionals.

There is little argument about the desirability of greater parental involvement. The challenge now is to translate the rhetoric about it into practical action. This must be addressed by developed and developing countries alike. Professionals impinge on the lives of those with special needs for a limited time span and in certain respects only; if they are to have maximum beneficial effect, their input must be integrated with the more enduring involvement of parents and other significant people in the young person's life.

Information exchange

One of the ways of improving special educational provison is to capitalise on prior experience. There are major differences in special provision across countries but many common elements as well. Much can be learnt from others' research and curriculum development, from their legislative practices and from the ways in which they organize and deliver services. Such information is a major common resource, and greater attention should be paid to sharing it.

Many respondents did in fact acknowledge this need by requesting information on various aspects of practice in other countries. They were generally aware of the fact that they would have to adapt this information to their own situation, but clearly valued knowing how others had tackled the problems they faced. It would appear that existing mechanisms for exchanging information are not adequate, and thought should be given to organizing information exchange on a better basis.

The language of handicap

It is a source of some concern that discourse in special educational provision is in most countries still couched in the language of handicap. There is a widespread acknowledgement of the inappropriateness of this language: it is negative and pejorative, focussing on disabilities rather than abilities; it accentuates the differences between children and young people who have difficulties and their peers; it implies a mistaken model of the causes of children's difficulties in learning, seeing them as rooted in the individual and disregarding the environmental factors which in reality are major contributors to learning difficulty; and, perhaps most damning, it confuses pedagogic planning to the extent the traditional categories of handicap have limited relevance to the planning and delivery of educational provision

The reason the old language dies hard is that it is embedded in a particular way of regarding children and young people whose learning does not follow normal patterns. Rejecting the language of handicap then is much more than linguistic pedantry. What is at stake is a proper regard for the individual, without which special educational provision will continue to be misconceived, integration will be little more than token gestures and those who are different will remain marginalized. The challenge is to forego the spurious precision of the language of handicap in favour of a form of discourse which eschews unnecessary negativity, is relevant to educational need, and leaves room for the individuality and common humanity of all children.

PART II

COUNTRY SUMMARIES

ALGERIA

SPECIAL EDUCATIONAL POLICY
The essential objectives are to promote independence and communication skills in all handicapped children so that they can progress through the educational system as well as into vocational training and employment. There is a short term objective to provide schools for young blind and deaf pupils according to need.

LEGISLATION
Education is compulsory for all children including the handicapped from ages 6-15.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. Basic documents stipulate the right of all handicapped people to education and vocational training. Specific matters are covered by individual pieces of legislation: work (Law 78-12); apprenticeship for the handicapped (81-392); advancement and protection of health (85-02); employment of the handicapped (82-180); setting up psycho-educational centres and centres of special education for handicapped children (80-59); and setting up a national centre for the training of the handicapped (81-397).

The legislation defines six categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment and learning disabilities. Responsibility for implementing education is held at national, regional and local levels.

There is a draft Bill containing provisions relating to the advancement and promotion of all handicapped people as well as the prevention of handicap.

ADMINISTRATION/ORGANIZATION
The Ministry of Education is responsible, through the Directorate of Education, for primary and secondary schools.

The administration of special education is the responsibility of the Ministry of Social Protection. This Ministry runs specialized centres for the handicapped and is responsible for children attending them from pre-school until they integrate into a secondary school under the authority of the Ministry of Education or proceed to vocational training.

There is no formal co-ordinating mechanism between the two ministries.

The educational arrangements made by voluntary bodies are subject to supervision by the Ministry of Social Protection and have an annual audit of their finances.

SPECIAL EDUCATIONAL PROVISION
Schools
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools		x		x	x		
Special classes in regular schools							
Support teaching in regular class							

i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 5,000 pupils (0.09% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration, particularly for those with physical handicaps and for partially hearing pupils. Blind pupils are integrated into secondary schools.

The breakdown of service provision is as follows:

State educational system	80%
Voluntary agencies	20%

Pre-school

Pre-school provision is sparse and is virtually confined to pupils with hearing impairment. Where available, it takes the form of special nursery schools/classes or support in regular nursery schools/classes.

Post-school

Post-school provision is available in most areas for those with physical handicaps, hearing impairment and visual impairment, but not for those with other handicaps. It is available in colleges for all young people and in special colleges for the disabled. There is a committee for vocational guidance which helps young people to progress from second level education to university or toward vocational training.

Screening and assessment

Health centres are responsible for early detection. Parents have little involvement in assessment procedures and decision making since they are not yet motivated and do not feel any necessity to become involved.

Support services

These are confined largely to special schools which are staffed by psychologists, speech therapists, psycho-educationalists and nurses. Regular schools receive nursing services and advisers.

Training

Primary teachers follow a two or three year training course. Refresher courses are provided through workshops and educational days.

Teachers in special education follow a three-year course, comprising one year of general education, a year of specialization relating to a particular handicap and one further year. They have opportunities to attend refresher courses in local special or regular schools and can attend regional and national seminars also.

FINANCE
Special education is financed by the state, in the form of a budget paid to state schools and psycho-educational centres and in the form of grants to centres managed by voluntary organizations. The latter receive a grant determined annually in the light of demands and priorities. Parents do not contribute directly.

RESEARCH AND DEVELOPMENT
There is not a separate national budget for research and development. Current research projects include: mathematical signs in braille; mobility; and programme enrichment for deaf infants.

A current priority in curriculum development is the establishment of a programme of oralism for deaf pupils; this is spread out over the first two years of education.

Note
Sign language for the deaf has assumed an important position. This must be seen in the context of the Arab sign alphabet which has been standardized in Arabic countries.

ARGENTINA

SPECIAL EDUCATIONAL POLICY
The objectives are to provide an adequate education for pupils with special educational needs either in the regular school system or elsewhere, to provide vocational training and to facilitate integration into society.

LEGISLATION
Education is compulsory for children from ages 6-14. No exclusions are specified.

There is legislation concerning the education of the handicapped covering all levels for pre-school to post-school. This is contained in a series of national laws and decrees governing education in general and making special provision for handicapped groups, particularly the blind. Five categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment and hearing impairment.

Responsibility for education is held by the Ministry of Education and Justice, but some responsibilities are shared with other ministries. Responsibility for implementing education is held at national, regional and local levels.

Legislation under consideration includes a scheme for home teaching for the physically handicapped, an initiative to establish a national council for the blind and amendments to conditions of teacher employment.

ADMINISTRATION/ORGANIZATION
Special education is the responsibility of the Ministry of Education and Justice. The Division of Special Education falls within the Secretariat of Education alongside the Division of Pre-primary and Primary Education and the Division of Secondary Education.

There is a National Commission for Disabled Persons, an inter-ministerial body composed of representatives of state, private and intermediate organisations. This meets once a month.

Voluntary organizations are comparatively independent of the public authority. They must first be recognized by the Registry Office which is made responsible for seeing that each fulfils the objectives for which it was set up.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x					
Schools in hospitals							
Schools in other institutions	x		x	x	x		
Day special schools							
Special classes in regular schools		x		x			x
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 66,391 pupils (1.4% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. This applies throughout pre-school, primary and secondary levels. Support is provided by professional staff from special education centres.

The breakdown of service provision is

State education system	92%
Voluntary agencies	8%

Pre-school

Provision is limited. Where available, it takes the form of special nursery schools and pre-school classes.

Post-school

Provision is limited. The special education system includes a cycle of vocational training designed to prepare young people for obtaining employment. Social services and labour co-operatives organized by parent associations assist in getting jobs. There are some sheltered workshops.

Screening and assessment

Detection procedures are conducted by the child care services in hospitals and the school health services. Information campaigns are organized for teachers, parents and the general public to encourage early examination of children with unusual characteristics.

Assessment for special education is done through the school health and national health services. The professions particularly involved include teaching, medicine, psychology and social welfare.

Support services

Medical, nursing, speech therapy, physiotherapy and psychological services are available to both regular and special schools through the hospital and school health services.

Training

Training in special education is carried out in different ways, depending on the regional organization within the federal system:

i) non-university tertiary level after completion of secondary education - national jurisdiction
ii) specialized tertiary level after qualifying with a primary school teaching diploma - provincial jurisdiction
iii) university tertiary level after qualifying with a secondary school teaching diploma - some state and private universities.

FINANCE

Most of special educational provision is financed by the state, within the national, provincial and municipal jurisdictions. Parents do not contribute directly.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. The most important current research projects are: sign language for the deaf; activation of community resources in prevention, detection and care for the handicapped in marginal zones; and use of computer techniques in special education.

Aspects of curriculum development currently receiving attention are: psychomotricity - revision of programmes for persons suffering from mental retardation and with visual and hearing impairments; implementing programmes focussed on the use of free time; vocational training; music therapy; and teacher training programmes.

The main issues concerning the future development of special education are integration in school and work, and early intervention.

BARBADOS

SPECIAL EDUCATIONAL POLICY

The aim is to provide suitable instruction to help persons with handicapping conditions to use their strengths and to acquire the skills and concepts which will enable them to live as independently as their limitations permit.

LEGISLATION

Education is provided between the ages of 5 and 16 but it is not compulsory. In particular, severely retarded and multiply handicapped children are not expected to attend on a compulsory basis owing to a lack of facilities for them.

There is legislation concerning the education of handicapped children, covering the elementary schools sector. The Education Act 1981 and accompanying regulations state that special education may be provided as part of the regular system of public education for children of compulsory school age who are (i) visually or hearing impaired, (ii) educationally sub-normal, (iii) physically handicapped or (iv) children with special needs. Categories of handicap are listed but not defined.

The Ministry of Education and Culture is responsible for the education of handicapped children. Responsibility for implementing education is held at national level.

Legislative proposals are in hand relating to (i) provision of more school places for all categories of handicapped pupils, (ii) pre-school education, (iii) accessibility to public buildings and (iv) skills training for the handicapped.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Ministry of Education and Culture.

Private schools must register with the Ministry and are inspected by Ministry officials.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							
Schools in hospitals							
Schools in other institutions							
Day special schools		x		x	x		
Special classes in regular schools		x					
Support teaching in regular class							x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 306 pupils (0.6% of the school age population) enrolled in special educational provision. This consists of three special education units, the school for the deaf and two private schools.

There is a policy of encouraging integration. Except for the school for the deaf and blind there are no public schools for the handicapped: This is in keeping with the policy of educating handicapped children in specially equipped classrooms in schools for normal children.

The breakdown of service provision is as follows:

State education system	75%
Voluntary agencies	25%

Pre-school

No provision.

Post-school
No provision.

Screening and assessment
Detection of disability is carried out as part of the health care system. Assessment for special education is carried out by a psychologist, psychiatrist and speech therapist as appropriate.

When a child is referred for special education by the school, parents are informed of the procedures and options. They sign an authorisation form to indicate their agreement to further assessment.

Support services
Medical, paramedical and psychological services are provided in clinics and the hospital. There is a remedial reading teacher based at each primary school.

Training
Basic teacher training includes a component on special education. In-service courses are available in remedial reading. For teachers in special education, there are short training courses held during the vacations to develop specific instructional techniques. There is a one year course leading to the certificate in teaching of the deaf at the University of the West Indies.

FINANCE
Special education is financed by the government as part of the budget for primary education. The government gives annual subventions to the two private special schools. Parents pay school fees and make voluntary contributions.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. A current focus of curriculum development is development of a programme of skills training for mentally retarded older children.

The main issues concerning the future development of special education are: early intervention programmes for mentally retarded children; pre-school education for all categories; skills training for handicapped school leavers; more special education units; a survey to determine the number of handicapped children; an employment placement service; and a teacher training programme with reference to mental retardation.

BOTSWANA

SPECIAL EDUCATIONAL POLICY
The aim is to establish special education as an integral part of the regular education system.

LEGISLATION
Education is not compulsory. There is no legislation concerning the education of the handicapped.
Responsibility for education is in the hands of the Ministry of Education. Responsibility for implementing education is held at national, regional and local levels. There is no new legislation under consideration.

ADMINISTRATION/ORGANIZATION

Special education is administered within the Ministry of Education alongside regular education.

There is close collaboration between the government and voluntary organizations. The latter provide school buildings and equipment, and run the schools. The government lays down policy and curriculum and provides teachers and finance.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools							
Special classes in regular schools		x	x	x	x	x	
Support teaching in regular class		x					

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 200 pupils enrolled in special educational provision. (On the basis of UNESCO statistics this would represent approximately 0.08% of the school-age population.)

There is a policy of encouraging integration. Units are being set up in regular schools.

Services are provided jointly by the state education system and voluntary agencies.

Pre-school

Services are limited. Where available, they are integrated into regular pre-school provision.

Post-school

Provision is extremely limited.

Screening and assessment

Services are still at a very early stage of development.

Support services

The services available are medical and nursing services and advisory teachers.

Training

Special education teachers train as either primary or secondary teachers and then do further study.

FINANCE

Finance for special education comes from state budgets and from foreign aid. Parents do not contribute directly.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development.

Main issues concerning the future development of special education are: early identification and assessment; parent guidance; vocational training; staff training; curriculum design and adaptation; referral system; establishing new units; and surveys.

BRAZIL

LEGISLATION
Education is compulsory for all children without exception from ages 7-14.

There is legislation relating to the education of the handicapped, covering all levels from pre-school to post-school; this is included under legislation on education in general. Eight categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, learning disabilities, gifted and multiple handicap.

The Ministry of Education and Culture is responsible for special education. Responsibility for implementing education is held at national, regional and local levels.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x	x		
Schools in hospitals			x				
Schools in other institutions		x					
Day special schools	x	x	x	x	x		x
Special classes in regular schools		x			x		
Support teaching in regular class	x	x	x	x	x		x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 176,000 pupils (0.7% of school age pupils) enrolled in special education.

There is a policy of encouraging integration.

The breakdown of service provision is as follows:

State education system	60%
Voluntary agencies	40%

Pre-school
Pre-school provision is widely available for mental retardation, visual impairment, hearing impairment and learning disabilities. This includes home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school
There is good provision for mental retardation, physical handicap and visual impairment. This is available in colleges for all young people.

Screening and assessment
Early diagnosis is available in clinics, assessment centres and pre-school education. Emphasis is placed on involving families actively in special education.

Support services
Medical services, psychological services and advisory services are available to both regular and special schools. Speech therapy and physiotherapy are available to special schools. The services operate through interdisciplinary teams.

Training
Different qualification procedures are used, depending on regional needs and facilities. Extended in-service courses are available for those already working in the field.

FINANCE
Special educational provision may be public or private. Public services receive federal, state or municipal financial support. Private services may also receive financial support from these sources. The percentage of resources allocated to each body varies according to pre-determined criteria.

Parents do not contribute directly to the cost of their children's education in regular schools, but they may contribute to the costs in special schools in accordance with their means.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. The main issues concerning the future development of special education are the problems arising from the extent of the territory and the difficulties of access to remote regions.

CAMEROON

LEGISLATION
Education is not compulsory, but in practice schooling is available from age 6.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. This is contained in Law No. 83/013 relating to the protection of the handicapped which makes the education of the handicapped a national priority. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

Responsibility for education in general rests with the Ministry of National Education, but the Ministry of Social Affairs is responsible for certain handicaps. Responsibility for implementing education is held at national level.

Special education is not yet widely available and provision is limited. It is hoped to produce a document which will provide a structure for special education. Studies in this area are in progress with the co-operation of UNESCO.

Administration/organization

Special education is organized under the Ministry of Social Affairs. There is close communication between this Ministry and the Ministry for National Education.

Voluntary bodies seek recognition from the Government, and receive grants to cover running costs.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each type of handicap are given in the table

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x						
Schools in hospitals							
Schools in other institutions	x	x					
Day special schools		x		x	x	x	
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There is a policy of encouraging integration. The capacity to communicate is a principal criterion, and children are integrated as soon as they can communicate adequately. Pupils with sensory handicaps receive primary education in special schools and are then integrated into regular secondary schools.

Pre-school

Provision is limited.

Post-school

Provision is limited, being confined to evening classes and 'schools under-the-trees'.

Screening and assessment

Early detection is the responsibility of health centres, which also organize vaccination and hygiene programmes.

Support services

Services are limited. Some special schools have physiotherapy and speech therapy provision. Educational advisers and inspectors supervise the work of teachers in both regular and special schools.

Training

No training in special education is provided in basic teacher training. The provision of training for special education is under consideration.

FINANCE
Educational provision is funded by the state, by private institutions and by parental contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The main current research project relates to the organization of special education in Cameroon (with help from UNESCO).

The main issues concerning the future development of special education are: more qualified personnel; organization of special education; and integration.

CHILE

SPECIAL EDUCATIONAL POLICY
The objectives are to prepare or rehabilitate children who have difficulty in adapting to the regular educational process so that they can participate in the life of society and to provide training for those who are physically or mentally handicapped so that they can undertake some useful activity.

LEGISLATION
Education is compulsory for children aged 6/7 to 13/14. It is not compulsory for children with a profound or severe handicap.

There is legislation concerning the education of the handicapped, covering pre-school, elementary and secondary levels. Six categories of handicap are defined: mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

Education is the responsibility of the Ministry of Public Education. Responsibility for implementing education is held at national level for general education and at regional and local levels for special education.

Possible legislative developments for the future include revising the curriculum for special education, developing models for integrated education, co-ordination with parent associations and involving new Ministries in vocational training activities.

ADMINISTRATION/ORGANIZATION
Education is organized on a decentralized basis, with administration devolving successively from central level through regional level and provincial level to schools and educational units.

There is no inter-ministerial agency for co-ordinating special education. Private institutions providing special education generally seek recognition from the state. This entails accepting technical guidelines laid down by the Ministry of Public Education and being subject to external supervision.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are shown in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools		x	x	x	x	x	
Special classes in regular schools							x
Support teaching in regular class				x			

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 75,000 pupils enrolled in special educational provision. (This constitutes 3.4% of the school age population.)

There is a policy of encouraging integration.

The breakdown of service provision is as follows:

State educational system	12%
Other government departments	72%
Voluntary agencies	16%.

Pre-school

There is good provision for mental retardation, in the form of special nursery schools/classes and support in regular nursery schools/classes. Other provision is limited.

Post-school

Provision is very limited. Vocational training centres have been set up for pupils leaving the special education system at age 15.

Screening and assessment

Health centres provide programmes oriented toward pregnant mothers and provide early screening. There are diagnosis centres which undertake multidisciplinary assessment. Assessment for special education is not formalized. It is generally based on school performance. Efforts are being made to strengthen relations with parents, particularly in diagnosing children with learning problems.

Support services

Medical and nursing services are available for children of school age in state hospital centres. Specialized services such as speech therapy, physiotherapy and psychological intervention are provided in special schools with multiprofessional teams.

Training

Basic teacher training does not include special needs. In-service training for teachers working in regular schools may cover aspects of special education.

Two universities offer post-graduate training for teachers wishing to qualify in mental retardation or learning disorders. One offers post-graduate training for teachers in differentiated education. There are also in-service training opportunities.

FINANCE
The state finances education by means of a formula based on pupil numbers. Most of the recognized voluntary organizations receive financial support from the state as well.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects in special education are: integration of handicapped children at pre-school level; integration of children with mental retardation in regular schools in rural zones; integration of young people with mental retardation in regular technical and vocational institutions.

All the programmes of study used in Chile are currently being assessed. When this has been finished, the curriculum in special education can be updated.

The main issues concerning the future development of special education relate to: the lack of national models for integration; shortage of options for the care of disabled adults in a normalizing environment; changing community attitudes regarding integration; lack of alternatives for pupils with severe problems; and lack of early intervention programmes.

CHINA

SPECIAL EDUCATIONAL POLICY
The aim is to extend provision for pupils with disabilities in well-developed areas and gradually establish special schools in less developed areas. (Compulsory schooling will be made universal in most well developed cities by 1990.) Special educational services run or financed by various circles will continue to be encouraged by central government.

LEGISLATION
Education is compulsory for all children, including those who are handicapped, between ages 6/7 and 15/16.

There is legislation concerning the education of handicapped pupils. This refers to the secondary school sector. The main provisions, contained in the Constitution which came into force in 1982, are that:
- the nation and the society are responsible for providing opportunities of working, living and education for those citizens with disabilities (section 45)
- special schools or classes for blind, deaf or mentally retarded children and adolescents should be developed under the governments at different levels (section 9).

Although the legislation covers all kinds of handicapped children, more attention is placed on those who have sensory impairments and mild or moderate retardation. The legislation defines five categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment and hearing impairment.

The Ministry of Education, renamed the State Education Commission since 1985, is responsible for educational provision. The implementation of education for both normal and handicapped pupils is the responsibility of regional administrations.

New educational legislation is being drawn up.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Division of Special Education within the State Education Commission (Ministry of Education).

Voluntary organizations must have permission to register before providing special education.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools		x			x		
Special classes in regular schools		x					
Support teaching in regular class			x				

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 41,706 pupils (0.03% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

Pre-school

Services are limited.

Post-school

Provision is limited. Special schools provide vocational training and work preparation.

Screening and assessment

Medical examinations associated with pregnancy and birth have been widely developed. Every school age child is required to take one health check-up each year.

Assessment for special education is based on medical, psychological and educational reports. Parents provide information on the child's history. They must be given the results of examinations and informed about decisions taken.

Support services

Medical services are available in all regular and special schools. Speech therapy is available for hearing impaired children.

Training

Where special classes are attached to regular primary schools, their teachers are prepared by taking some in-service courses.
A variety of two, three and four year courses are available for intending special education teachers.

FINANCE
Special education is funded by the state, but also by voluntary and parental contribution. Parents must pay tuition fees, purchase text books and other learning materials and also pay part of the cost of residential provision.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. The most important current research projects relate to approaches for developing special education geared to specific features of the vast territory, huge population and different economic levels within each part of the nation. The focus of curriculum development has been on applying scientific educational theories in practice and using advanced technological facilities.

The main issues concerning the future development of special education relate to: making compulsory education universal; completing the system of special education; producing sufficient trained special education teachers; and improving conditions for running schools.

CONGO

SPECIAL EDUCATIONAL POLICY
The general objective is the insertion of the handicapped into society and the workplace in line with the socioeconomic development of the nation.

LEGISLATION
Education is compulsory for all children, including those who are handicapped, between ages 6-16.

There is no legislation specific to the education of the handicapped since they are deemed to be included in the general legislation affecting all children (32/85 and 20/80). Law 20/80 states: 'The State guarantees 13 years of schooling to each Congolese child. This extends to those with mental handicap or sensory motor handicap, and to the maladjusted. They are integrated normally into schools as far as their physical and psychological condition allows. For those who need special treatment or teaching, special schools will be gradually set up.' (Article 15) Categories of handicap are not defined.

In accordance with the above legislation, responsibility for the education of children, young people and adults is divided between the Ministries of Education, Health and Social Affairs, and Justice. The main responsibility is in the hands of the Ministry of Health and Social Affairs. Responsibility for implementing the legislation is held at national level.

New measures are planned which will improve the training of the young handicapped and of handicapped women. Better information will be provided about policy initiatives for the handicapped. There will be a law for the handicapped. The new measures will make the community responsible for the early identification and education of handicapped children and for integrating them into the community.

ADMINISTRATION/ORGANIZATION

General education is administered by two ministries: Ministry of Basic Education for the pre-school, first and second levels; and Ministry of Secondary and Advanced Education for secondary and advanced levels. The special education system is administered by the Ministry of Health and Social Welfare through the Directorate General for Social Affairs.

There is an inter-Ministerial committee charged with integrating handicapped people into society. This meets three times a year. All special education services are run by the state, with the exception of services for the blind which are privately run.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x						
Schools in hospitals							
Schools in other institutions		x	x	x	x	x	x
Day special schools							
Special classes in regular schools				x	x		
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 211 pupils (0.03% of the school age population on the basis of UNESCO figures) enrolled in special educational provision.

There is a policy of encouraging integration. This is incorporated in Law 20/80. Suitable equipment is given to handicapped pupils in ordinary schools.

The breakdown of service provision is:

State education system	98%
Voluntary organizations	2%.

Pre-school

Provision is extremely limited. Efforts are focussed on (i) early detection, (ii) vaccination campaign and (iii) making provision for pupils with physical handicaps to attend the same nursery schools and pre-school programmes as other children.

Post-school

There is good provision for physical handicap and visual impairment. Otherwise provision is limited. To facilitate the transition from school to working life, there are training centres run by the national Employment and Labour Exchange, centres for social and vocational advancement, and the national pilot centre for the vocational rehabilitation of the handicapped.

Screening and assessment

Early detection of handicap is the responsibility of the child health services. Parents accompany the child to assessment and are free to accept or reject the evaluation made.

Support services
Physiotherapy services are the most widely used. The psychological service is still in its infancy. There are many education advisers in the regular schools. Speech therapy and nursing services are limited.

Training
Trained teachers with two years' teaching experience are eligible for specialist training to become teachers of the deaf. Some in-service training is available.

FINANCE
Special education is financed by the state and non-governmental orgnizations. Parents contribute through compulsory educational insurance and through purchasing school materials.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. Major current research projects are on: technology suitable for vocational training; administration of special education services by the community; and programmes for early and pre-school intervention. The current emphases in curriculum development are on vocational training and pre-school programmes.

The main issues concerning the future development of special education are: low levels of parental involvement; lack of specialized personnel; and lack of finance.

COSTA RICA

SPECIAL EDUCATIONAL POLICY
The objectives are to educate society, to foster the full development of those with special needs by means of appropriate education and to promote community rehabilitation.

LEGISLATION
Education is compulsory for children from ages 6-15. Handicapped children are excluded in some cases because of the severity of their handicaps.

The education of the handicapped is governed by the Fundamental Law on Education which is the basis of the entire system of education, covering all levels from pre-school to post-school. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities. The Ministry of Public Education is responsible for special education. Responsibility for implementing education is held at national level.

ADMINISTRATION/ORGANIZATION
The system of education covers all levels and is divided into cycles: pre-school, first cycle, second cycle, third cycle and diversified education, university and other types of further education. Special education takes the shape of a para-system within the formal system. The National Council for Rehabilitation and Special Education is the legal co-ordinating body. It meets twice a month on average.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

	* i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x			
Schools in hospitals	x	x	x				
Schools in other institutions	x		x				
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools	x	x	x	x	x	x	x
Support teaching in regular class				x		x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are approximately 5,000 pupils enrolled in special educational provision. On the basis of UNESCO education statistics, this represents 1.1% of the school age population.

There is a policy of encouraging integration. Curricula are being adapted to facilitate the direct integration of those with mild handicaps.

Pre-school

There is good provision widely available for mental retardation, visual impairment, hearing impairment and language disorders. This takes the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school

Provision is limited. Special schools and vocational technical schools provide pre-vocational education. There are also vocational rehabilitation institutes and sheltered workshops.

Screening and assessment

All health centres conduct pre-, peri- and post-natal examinations.

It is national policy that parents be encouraged to co-operate with the professionals in choosing the type of education for their child. In practice, this only applies in the case of hearing impaired children.

Support services

The full range of support services is available in special schools. Regular schools are supported by advisory teachers.

Training

Most regular teachers have a degree in education with an appropriate specialization. The National Council for Rehabilitation and Special Education provides courses and fellowships for teachers in special education.

FINANCE

Special education is financed by a Ministry of Education grant and contributions from international organizations. The United States Peace Force maintain a permanent body of advisers and teachers. Parents make a significant direct contribution to the cost of both regular and special education.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects are: methods of communication with deaf children; and integration of children with mild mental retardation.

The main issues concerning the future development of special education are: lack of prevention; employment for those with special needs; and insufficient finances.

CUBA

SPECIAL EDUCATIONAL POLICY
The objectives are to correct and compensate for disabilities and integrate individuals into social life in line with their specific capabilities.

LEGISLATION
Education is compulsory for all children aged 6-11. No exclusions are specified.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. The Code of Childhood and Youth specifies the rights of those with disabilities to education, work and active participation in society. This is backed by a large number of ministerial resolutions dealing with different aspects of provision. Nine categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, strabismus and amblyopia, retardation in emotional development and hospital schooling.

Responsibility for education is vested primarily in the Ministry of Education, but the Ministry of Health and the Ministry of Labour and Social Security have some responsibilities also. Responsibility for implementing education in general is held at national level; responsibility for implementing special educational provision is held at regional and local levels.

ADMINISTRATION/ORGANIZATION
Special education is part of the national system of education and is therefore closely related to the latter's sub-systems. The Ministry of Health is responsible for the care of those with severe mental retardation and co-operates with the Ministry of Education in the care and diagnosis of children with other handicaps. No provision is made by voluntary organizations.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x	x	x
Schools in hospitals		x	x				
Schools in other institutions							
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools		x				x	
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 48,212 pupils (2.2% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Pupils with visual and hearing impairments and emotional disturbances are educated in regular schools. Any pupils who have compensated for and corrected their disabilities through special education and comply with the requirements of regular schools are transferred to them. Their new teachers are given guidance, and the pupils' progress is monitored for two years.

The breakdown of service provision is:

State education system	95%
Other government departments	5%

Most of this provision is for pupils with mental retardation (76%) or emotional disturbance (18%).

Pre-school

There is good provision for pupils with language disorders, in the form of home teaching programmes and special nursery schools/classes. Other provision is limited.

Post-school

There is good provision available for emotional disturbance, physical handicap, visual impairment and hearing impairment. Lists of pupils leaving special schools are passed on to the Labour Administration, and young people are given vocational guidance.

Screening and assessment

Early detection is done through the health service and in the Diagnosis and Guidance Centres. These Centres carry out systematic investigations also during basic school.

Parents participate widely in all the assessment processes, decision making and care provided for handicapped children. They supply all necessary information concerning their child's history. The results of assessments are notified to parents, and their comments are taken into account.

Support services

Medical and nursing services are available to both regular and special schools. Speech therapy is provided by the Diagnosis and Guidance Centres and in special schools for those with severe language disorders. Psychological assistance is provided by specialists working in the schools or participating in the Diagnosis and Guidance Centres.

Training

Graduates obtain a degree in education in their special subject. Serving teachers who have not qualified at university level can attend courses on behaviour disorders, speech therapy and educational provision for those with mental retardation. Teachers of pupils with visual or hearing impairment train abroad. Some postgraduate courses are given by foreign specialists.

FINANCE

Special education is financed by the state. There is some financial assistance from non-governmental organizations. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT

Separate national funds are allocated for research and development. The most important current research projects relate to the development of early intervention and pre-school programmes and techniques for early diagnosis and intervention.

CZECHOSLOVAKIA

SPECIAL EDUCATIONAL POLICY

There should be a uniform education system with no discrimination against handicapped pupils, who should be helped to achieve the highest educational level possible for them. They must also be prepared to take an active part in society.

LEGISLATION

Education is compulsory for all children from ages 6-15. The only children excluded from this are those who have severe or profound mental retardation.

There is legislation concerning the education of the handicapped, governing all levels from pre-school to post-school. The main document is the Act of Education No. 39/1984 which covers all categories and degrees of handicap. Nine categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, learning disabilities, health impairment (children in hospital) and combined disabilities. Responsibility for implementing education is held at national, regional and local levels.

New curricula and programmes for special apprentice schools for mentally retarded pupils are being developed.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Ministry of Education. There is a special education co-ordinating body called the Co-ordinating Committee at each of national, regional and local levels. The national committee meets twice a year, the regional committee meets four times a year and the local committee more often, according to need.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x	x	
Schools in hospitals							
Schools in other institutions	x		x				
Day special schools		x	x	x	x	x	x
Special classes in regular schools							x
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 92,575 pupils (3.0% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration. Educational integration is confined to those with minor disabilities. Other handicapped children are educated in special schools, with social integration at the end of schooling as a goal.

All services are provided by the state.

Pre-school

There is good provision generally for children with mental retardation, physical handicap, visual impairment, hearing impairment and language disorder. This takes the form of home teaching programmes, special nursery schools/classes and support in regular nursery schools/classes. Services are very limited or non-existent for other categories.

Post-school

There is widespread provision for all categories. This takes the form of education in colleges for all young people and in special colleges.

Screening and assessment

Early detection is provided in health clinics where multi-disciplinary assessments are available. More detailed diagnoses are carried out in special rehabilitation creches and in special nursery schools.

Assessment for special educational needs is provided by psycho-pedagogical advisory centres. Parents are involved in the assessment and contribute to the decision concerning their child.

Support services
The full range of support services is available to both regular and special schools.

Training
Special education components are included in general teacher training. Special education is also covered in in-service training available to teachers in regular schools.

Special education teachers are trained in university education departments. Teachers who have undergone ordinary teacher training can obtain a special education qualification by means of a postgraduate course. In-service training is compulsory for all special education teachers.

FINANCE
All educational provision is financed from the state budget. Parents make no direct contributions.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. Current research projects include: special teacher personality and teacher training; and the families of children with special educational needs.

Current priorities in curriculum development are improving curriculum delivery and preparation for work.

DENMARK

SPECIAL EDUCATIONAL POLICY
There are three main principles underlying policy:
1. Normalisation. Everyone, regardless of physical or mental handicap, should have the same access to education and training. This is part of a general effort to remove the legislative and institutional barriers facing handicapped people in society.
2. Decentralisation. As many social tasks as possible should be transferred from the state to the county (regional) or municipality (local) so that local authorities can solve problems at the point where they arise.
3. Integration. Integration has not been directly legislated but is promoted indirectly by legal normalisation and administrative decentralisation.

LEGISLATION
Education is compulsory for all children, including those who are handicapped, from ages 7-15.

There is legislation concerning the education of handicapped children and young people and adults. The Act on Folkeskole 1975 applies to all children and young people up to the age of 16. Sections 3 and 19 set out specific responsibilities in respect of pupils whose development requires special consideration or support. There are also regulations relating to different categories of handicap. There are three further pieces of legislation: law 289/1977 on vocational schools (applies to all young people); law 316/1980 on leisure time/voluntary education (applies to all); and law 319/1983 on special education of adults (specific to handicapped adults).

The legislation does not define categories of handicap, but Ministry of Education regulations specify seven categories: emotional disturbance, general learning disabilities, physical handicap, visual impairment, hearing impairment, learning disorders, and reading and learning disabilities.

The Ministry of Education is responsible for education in respect of each category. Responsiblity for implementing education is held at local level for all pupils up to age 16. Responsibility is held at county (provincial) level for post school education for all and for special education support offered to severely handicapped students of compulsory school age.

Possible developments for the future involve (i) total transfer of educational responsibility from county to local administration and (ii) introduction of special preparatory instruction for young people who fail in the vocational schools or leave compulsory school without having a job.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry of Education. In accordance with the Danish system, this responsibility is distributed: local authorities are responsible for pupils integrated into normal classes, groups of students in normal classes and most special classes in ordinary schools; county authorities are responsible for special classes in regular schools for severely handicapped pupils and for special schools.

Private schools must present an educational plan including special educational provision for approval to the Ministry of Education.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x						
Schools in hospitals	x	x	x	x	x	x	x
Schools in other institutions							
Day special schools		x					
Special classes in regular schools	x	x			x	x	x
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are approximately 100,000 pupils (13% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. This is embodied in the four principles of the Act on the Folkeskole 1975:

1. Proximity. Assistance to the handicapped child must be offered as close to the child's home and school as possible

2. Minimum interference. The child should not receive any more help than necessary to overcome his or her handicap or its consequences
3. Efficiency. Special educational support must be worked out in such a way that the handicap can be surmounted
4. Integration.

Pre-school
There is good provision everywhere for all categories of handicap. This takes the form of home teaching programmes and support to parents from the school psychological service, itinerant teaching services and support in regular nursery schools/classes. Any child can from birth be offered special instruction, stimulation, training, guidance and technical aids. Any parent (or other persons, e.g. doctors and kindergarten teachers) can apply to the local authorities to have developmental/educational support for a handicapped child.

Post-school
There is good provision everywhere for all categories of handicap. This is mostly provided in colleges for all young people. Students leaving special education are offered the support of a 'Kurator' when they leave school, to ensure that they have the best possible chance of continuing their education or finding and keeping a job. This support may continue for 2/3 years and may involve the young person's family.

Screening and assessment
All children are screened by health visitors. Teachers in nursery classes also observe children and can refer them to the school psychological service. Assessment for special education is conducted by school psychologists, advisers and teachers.

All parents have the right to receive special educational assistance for their handicapped child. They are informed about the assessment process. They cannot legally refuse the support offered by the school authorities, except when the child is being placed in a residential school. In practice, special educational provision is rarely implemented if the parents do not want it.

Support services
The full range of services is available in both regular and special schools, within the limits of the economic framework.

Training
Basic teacher training allows various opportunities for specializing in special education. There are also numerous in-service opportunities. After some years of teaching, a teacher can undergo training organized by the Royal Danish Institute of Education lasting one and a half years which leads to qualification as a special education teacher.

FINANCE
Special education is financed by the State. Parents do not contribute directly.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. The most important current research projects are related to integration and the co-ordinated school start.

The main issue concerning the future development of special education is how to prevent segregation and develop in practice the idea of 'a school for everybody'.

ECUADOR

SPECIAL EDUCATIONAL POLICY

The objectives are to promote the development of handicapped pupils and facilitate their integration in the different levels of education, and to promote the participation of handicapped people in the life of society.

LEGISLATION

Education is compulsory from ages 6-14. No exclusions are specified.

There is legislation concerning the education of the handicapped. This is contained in the General Regulation of Education Law 1985 which defines the objectives of special education, fields of action and obligations of the Ministry; Law for the Protection of the Blind 1966; and Law for the Protection of the Disabled 1982. These cover pre-school, elementary and post-school levels. Categories of handicap are not defined.

Responsibility for special education is vested largely in the Ministry of Education. Responsibility for implementing education is held at national level.

Regulations for special education are being developed which will normalise the functioning of the whole system at the central, provincial and institutional levels.

SPECIAL EDUCATIONAL POLICY

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x		x		x
Schools in hospitals							
Schools in other institutions							
Day special schools	x	x	x	x	x		x
Special classes in regular schools		x					x
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 4,328 pupils (0.2% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

Pre-school

Services are limited for all categories of handicap. Where available, they take the form of home teaching programmes or itinerant teaching services.

Post-school
Provision is limited. Special schools have prevocational workshops which orient older pupils to the world of work. There are two centres for vocational training.

Screening and assessment
There is no systematic screening for early detection. Children with particular difficulties can be referred to the Centres for Diagnosis and Counselling. Assessment for special education is based on a Manual for Global Diagnosis in Special Education. Parents are occasionally invited to attend case conferences.

Support services
Special schools have access to medical services. Regular schools have access to nursing services. Special schools have physiotherapists and psychologists.

Training
The training of special education teachers has just been started in four universities.

FINANCE
Special education is financed by the general budget (41%), municipality (4%), private funds (17%) and private institutions supported by the general budget (36%). Parents do not contribute directly.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development.

The main issues concerning the future development of special education are: expanding early intervention; setting out a national plan for school integration; and providing sufficient trained staff.

EGYPT

SPECIAL EDUCATIONAL POLICY
The current policy objectives are
- to help the disabled to discover their talents and skills
- to prepare educational programmes that will equip them to lead a normal life after school
- to integrate services offered by various Ministries involved in programmes for the disabled.

LEGISLATION
Education is compulsory for all children from ages 6-12. The handicapped are included in this with the exception of the multiply handicapped as no educational programmes are designed for them.

There is legislation concerning the education of the handicapped, covering the elementary, secondary and post-school levels. This provides for separate provision according to category of handicap. Six categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment and language disorders.
The main responsibility for education lies with the Ministry of Education, though the Ministry of Health is responsible for early intervention. Implementing education for both general and special education is the responsibility of the national administration.

For the future, it is intended to introduce pre-school educational services for those with handicaps.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry of Education.

There is a co-ordinating committee with representatives from Education, Social Affairs, Health and Labour in addition to the Director General of Special Education.

There is no voluntary provision.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals							
Schools in other institutions		x	x	x	x		
Day special schools		x			x		
Special classes in regular schools							
Support teaching in regular class		x					

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 9,682 pupils (0.1% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

Pre-school

No provision

Post-school

There is no provision for vocational training. Blind and partially sighted young people may go to university.

Screening and assessment

Early detection is the responsibility of health centres.

Assessment for special education is closely related to programme planning, and the emphasis is on relating individual needs to programme content.

Support services

Medical, nursing and psychological services are available to both regular and special schools. Speech therapy is available to special schools.

Training

Special education teachers study for one year to receive a diploma. They specialize in one of three areas - visual impairment, hearing impairment and mental retardation.

FINANCE
Education is funded entirely by the state. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development.

The main issue concerning the future development of special education is the development of pre-school services for children with special educational needs.

EL SALVADOR

SPECIAL EDUCATIONAL POLICY
The objectives of policy are to develop provision for those with handicaps and prepare them for participation in the social development of the country.

LEGISLATION
Education is compulsory for children from ages 4(?7)-15. Many children are in fact excluded from the system because state support is insufficient to provide for their special needs.

There is legislation concerning the education of the handicapped covering pre-school and elementary levels. Categories of handicap are not defined. Responsibility for implementing education is held at national level.

The legislation is currently being revised but details are not available.

ADMINISTRATION/ORGANIZATION
Special education is administered by the Ministry of Education, as part of the Division for Basic Education. There is no inter-ministerial co-ordinating mechanism, though several have been proposed.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools			x				
Schools in hospitals							
Schools in other institutions		x	x	x	x	x	x
Day special schools		x				x	x
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 5,000 pupils (0.5% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. When children are deemed ready for regular schooling, they are transfered to the compulsory education system.

The breakdown of service provision is:

State education system	65%
Other government departments	30%
Voluntary agencies	5%.

Pre-school
Provision is very limited, and takes the form of special nursery schools/classes.

Post-school
There is no provision.

Screening and assessment
There are assessment procedures for babies born in hospitals but otherwise provision is minimal.

Support services
The services available are minimal.

Training
Training for teachers in special education was provided initially at teacher training colleges but now a teaching diploma in special education can be obtained at university Many teachers receive guidance in the course of their work.

FINANCE
Special education is financed in different ways depending on the Ministry responsible: the Ministry of Health and Social Welfare provides a state budget which is administered by the Institute for the Rehabilitation of the Disabled; under the Ministry of Education, special education is considered as a regular branch of education and has no separate budget; the Ministry of Justice provides special education programmes in co-ordination with the above mentioned Ministries. Parents make a contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research project is a survey of the incidence of learning difficulties.

The main issues concerning the future development of special education are programmes for early intervention, funding for integration and vocational education for the handicapped.

ETHIOPIA

SPECIAL EDUCATIONAL POLICY
The objectives for disabled children and young people are to make them productive members of society and enable them to lead an independent life.

LEGISLATION
Education is not compulsory. There is no legislation concerning the education of the handicapped. The Ministry of Education is responsible for education. This responsibility is administered at national level.

Developments for the future include providing vocational education within special schools for the disabled and training for special education personnel.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry of Education and is included within the Division of Pre-school, Primary and Special Schools.

The Government encourages voluntary organizations to promote special education.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available for each kind of handicap are shown in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools					x		
Special classes in regular schools					x		
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 1,450 pupils (0.06% of the school age population) enrolled in special educational provision. This is estimated to be 0.12% of those who need special education.

There is no policy of encouraging integration, though special units are being established in regular schools.

The breakdown of service provision is as follows:

State education system	20%
Other government departments	30%
Voluntary agencies	50%

Pre-school

Pre-school services are very limited, being confined to provision within special schools for visually impaired pupils.

Post-school

Post-school provision is very limited, being confined to visually impaired young people. The Ministry of Labour and Social Affairs provides vocational training and job placement services. The National Blind and Deaf Association provides adult education.

Screening and assessment

There are no systematic early screening procedures, and detection is left to parents and teachers. Assessment for special education is done by teachers in conjunction with social workers and doctors.

Support services

Medical services are available to regular and special schools. Some physiotherapy services are also available.

Training

There are no special teacher training facilities. Some in-service seminars and workshops are organized.

FINANCE

The Government finances three special schools, four special classes and two resource rooms. Non-government agencies finance nine special schools.

Parents of children in regular schools build schools and additional classrooms as necessary, provide equipment and help to raise funds. Contributions depend on the parents' ability to pay.Parents of children in special schools do not contribute to the cost.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. The most important current research projects are on: the education of the mentally retarded; and vocational training and job placement for disabled people. Attention is currently being given to the curriculum for visually impaired and hearing impaired pupils.

The main issues concerning the future development of special education are: formulating a screening system; early assessment; integrating disabled people into society; providing qualified personnel in special education; involving parents in educating their children; and providing vocational education.

FINLAND

SPECIAL EDUCATIONAL POLICY

The main principle has been to establish a common framework for all education so that special services are included as part of general services.

LEGISLATION

Education is compulsory for all children from ages 6-16. No exclusions are specified. Children with severe handicaps can start school a year early at age 6.

Legislation concerning the education of handicapped children and young people is included within the legislation governing the education of all, with the exception of severely handicapped children who are subject to a law governing the special care of handicapped children. This legislation covers all levels from pre-school to post-school.

The legislation does not define categories of handicap. Categorizing happens only at the level of curriculum, where four groups are distinguished: mildly mentally retarded, moderate and severely retarded, profoundly mentally retarded and deaf.

The Ministry of Education is responsible for providing education for most children. The Ministry of Social Affairs and the National Board for Social Welfare are responsible for the education of mentally retarded children, but counselling and supervision of teachers are carried out by the Ministry of Education and the National Board of General Education. The implementation of education is the responsibility of local administration.

Plans are being drawn up to transfer the education of severely mentally retarded children from the social authorities to the education authorities.

ADMINISTRATION/ORGANIZATION

Education is organized through Boards of the Ministry of Education (National Board of General Education and National Board of Vocational Education) and the Ministry of Social Affairs and Health (National Board of Social Welfare). Responsibilities are divided as follows:

National Board of Social Welfare
- early education:
  years 0-6 in general education
  years 0-5 in special education

National Board of General Education
- primary and secondary education:
  years 7-17 in general education
  years 6-17 in special education

National Board of Vocational Education:
- vocational education:
  years 17 upwards

The special education responsibilities of the three Boards are co-ordinated through a co-ordinating team which meets four to five times a year.

The main policy and administrative decisions are taken at national level but responsibility for implementation is held at local level. This is devolved through the provinces (12) to the municipalities (461) which run school boards and social welfare boards. The school board is responsible for providing appropriate instruction for all children during the years of compulsory schooling, with the exception of children with severe mental retardation. These are currently the responsibility of the National Board of Social Welfare, though counselling and supervision of teaching come under the National Board of Education. It is intended to transfer responsibility for these children to the education authorities by 1990.

Voluntary organizations do not make any administrative arrangements relating to education or provide any kind of education.

SPECIAL EDUCATIONAL POLICY

School

The forms of provision currently available for each kind of handicap are shown in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools			x	x	x		
Schools in hospitals	x	x	x	x	x	x	x
Schools in other institutions	x	x					
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools	x	x	x	x	x	x	x
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

About 14,000 pupils (2.4 % of the school age population) are enrolled in special educational provision.

It is policy to promote integration. The main principle in special education is that it should be arranged as an integral part of the general comprehensive school. This should be done within normal class groups where possible; otherwise in special classes or, where necessary, in special schools.

Pre-school
Services available include: home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools and classes. There is good provision everywhere for all handicaps.

Post-school
Provision available includes academic, technical and vocational education in colleges for all young people and in special colleges for the handicapped, and vocational training and work preparation in employment service provision and in social welfare provision. There is good provision everywhere for all types of handicaps.

The employment services for the handicapped are the same as for other people. All employment offices help to provide jobs for handicapped people, and about one-third of the offices have a special employment counsellor for the handicapped. There are special job practice programmes and on-the-job training for handicapped persons to facilitate their placement in working life; such programmes are state-funded.

Screening and assessment
Early detection and diagnosis may take place in hospital at the birth of a child. Otherwise, there is regular screening in the municipal health centres.

Parents have to be consulted and their agreement secured for assessment procedures to be carried out.

Support services
The full range of support services is available to both regular and special schools. Teachers who have a handicapped pupil in a regular class may get support from a special teacher or other expert.

Training
Basic teacher training lasts four years. All teachers in regular schools have a range of in-service courses to choose from each year; these may include topics relating to special educational needs.

Teachers who specialize in special education have an extra year's training on completion of basic teacher training. They also have a range of in-service courses to choose from each year.

Training for other personnel is provided by National Boards, universities and other organizations. There are also joint conferences where different groups of professionals come together.

FINANCE
The state and the municipalities are jointly responsible for funding education. Parents make no direct contribution. The State contribution toward the total cost is about 70% but this varies from 51% to 86% depending on the financial capacity of the municipality. (There are ten financial capacity categories.)

Finance for special needs provision is based on a set formula (ten hours per week plus 0.1 hours per pupil per week) plus additional resources in respect of particular local needs.

There is no contribution from voluntary organizations with the exception of a few private institutions providing vocational education.

RESEARCH AND DEVELOPMENT
There are separate national funds for research and development in special education. Current priorities include developing and evaluating a new curriculum for special education and exploring and developing the use of computer techniques.

GERMANY (DEMOCRATIC REPUBLIC)

SPECIAL EDUCATIONAL POLICY
The objective is to ensure that children and young people with handicaps receive optimum education and training in accordance with their individual needs so that they are equipped to live actively and independently in society.

LEGISLATION
Schooling is compulsory for all children from ages 6-16 (and up to 18 if vocational education is included). No exceptions are specified.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and multiple disabilities.

The Ministry of Education is responsible for education. Responsibility for implementing education is held at national, regional and local levels.

ADMINISTRATION/ORGANIZATION
Special education is organized under the Ministry of Education as a separate system running parellel to the general education system. It includes: special kindergartens; special schools corresponding to the 10-grade general secondary schools, possibly with a pre-school section, a vocational school section and classes leading to a secondary school diploma; special vocational schools; special schools and classes in institutions of the health and social services system; and special educational counselling centres.

All matters relating to rehabilitation are co-ordinated by a body under the control of the Ministry of Health. The Ministry of Education is responsible for educational questions on this body, which meets three times a year.

Some rehabilitation and special educational services are provided by voluntary bodies. All educational services are supervised and supported by the Ministry of Education.

SPECIAL EDUCATIONAL POLICY

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x	x	
Schools in hospitals	x	x	x				
Schools in other institutions							
Day special schools	x	x				x	
Special classes in regular schools	x					x	
Support teaching in regular class							

* (i) Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 57,200 pupils (2.9% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

Pre-school

Provision is well established in all areas for all categories of handicap.

Post-school

Provision is well established in all areas for all categories of handicap. Rehabilitation centres are responsible for assisting young people in the transition from school to working life. Each educable disabled citizen receives a contract of employment when starting vocational education and training. Each non-educable but trainable person is given an appropriate kind of sheltered work.

Screening and assessment

There is comprehensive provision for early detection, registration and intervention in the case of disabilities. Children in pre-school institutions are observed regularly regarding their educational development. Assessment for special education is conducted by multidisciplinary teams - doctors, psychologists and teachers. Parents are consulted and informed of decisions taken.

Support services

The full range of support services is available in both regular and special schools. Physiotherapy is available only in special schools.

Training

There is some information on special education in basic teacher training and students with particular interests can receive additional information and make visits.

The training of teachers for special education is carried out in one of four institutions of higher education. There are various specialisms and possibilities for post-graduate study.

FINANCE
All forms of education are provided free of charge. There is no direct contribution from parents.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. Major current research projects include: more effective pedagogy in special schools; practical evaluation of curricula, programmes and teaching aids; early detection and education; vocational rehabilitation; developing employment opportunities; education of hearing impaired; and introducing technical aids to special schools.

Aspects of curriculum development currently receiving attention are: separate curricula for handicapped children; and modified curricula on the basis of the general secondary curriculum.

The main issues concerning the future development of special education are: development of special pre-school education; further development of the learning/teaching process in special schools to maximise integration of young disabled people into social life; early intervention programmes concerning the transition from pre-school to compulsory school; and vocational education and continuing education of handicapped citizens.

GERMANY (FEDERAL REPUBLIC)

LEGISLATION
Education is compulsory for all children with no exceptions from ages 6-18.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. In general, this is contained in legislation covering education in general. The responsibility for school laws falls under the authority of the federal states in Germany and therefore differ from state to state. The legislation defines seven categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

Responsibility for education is vested in the Ministries of Education and Cultural Affairs. Responsibility for implementing education is held at regional (federal state) level.

ADMINISTRATION/ORGANIZATION
The special school system falls under the same administrative arrangements as the general school system. (A diagram is available.) The Ministries of Education of the Regions (Lander) are exclusively responsible for the school system. There is no voluntary provision.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x	x	x
Schools in hospitals	x	x	x	x	x	x	x
Schools in other institutions							
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools	partly						
Support teaching in regular class	partly						

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 271,424 pupils (3.1% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration, but this takes the form of making adequate provision in special schools and educating handicapped pupils in them in such a way that they are equipped as well as possible for adult life.

The breakdown of service provision is as follows:

State education system	82%
voluntary agencies	18%

Pre-school

There is good provision everywhere for most categories except emotional disturbance. This takes the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school

There is good provision everywhere for most categories. This takes the form of courses in colleges for all young people and in special colleges for the disabled.

Every special school provides vocational guidance. The labour authority manages vocational training institutions for the different groups of handicapped persons. Every regional labour office has specially trained advisers for the handicapped.

Screening and assessment

The health authorities run a system of preventive medical checkups. Assessment for special education is based on multidisciplinary reports. Parents can make application for assessment. If an institution makes the application, the parents have to be informed and consulted. Parents can object to a placement decision.

Support services

Every school has a nominated school doctor and some special schools have medical personnel located at them. Special schools have the full range of support services. Regular schools have access to psychological services and advisory teachers.

Training

Regular teacher training has no specialization on special educational needs. The training of teachers for special schools requires study of at least 8 terms in an institution of higher education, followed by a teaching practice which generally lasts 2 years and a state examination. Specialization in two out of a total of 9 specialist areas is required.

FINANCE
Special education provision is in general financed by the state. Parents do not make a direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. Current research projects include the joint education of handicapped and non-handicapped pupils and new information technologies in the education of handicapped pupils.

The main issue concerning the future development of special education relates to intensifying the co-operation between general education and special schools.

GHANA

SPECIAL EDUCATIONAL POLICY
Handicapped children are included within the general school system and follow the ordinary curriculum with modifications as required by their handicap.

LEGISLATION
Education is compulsory for all children including the handicapped from ages 6-16.

There is no legislation dealing specifically with the education of the handicapped. The 1981 Act of Education can be deemed to include them to the extent that it sets out a framework for educational provision. Categories of handicap are not defined.

Responsibility for implementing education in general is held at national and local levels; responsibility for implementing special education is held at national level.

Developments under consideration for the future include
(i) closer links between special education and regular education
(ii) placing the operation of special education programmes and services in the hands of experienced professionals
(iii) developing community support for participation in special education
(iv) setting up administrative control units for special education services in each district
(v) establishing financial support for special education as a separate item in each district's budget
(vi) assigning some of the costs of special education facilities and services to parents and voluntary organizations.

ADMINISTRATION/ORGANIZATION
The Ghana Education Service, which is an executive agency under the Ministry of Education, is responsible for the administration of the education system for children and young people. The Chief Executive and Professional Head of the Service is the Director General who is directly responsible for the day-to-day management of the service, its administration and organization.

There are 13 directorates at headquarters. One of these is Special Education, which has six unit heads. Other Directorates include basic education (five unit heads), secondary education (four) and technical/vocational education (ten). The Special Education Directorate initiates and implements policies which relate to the management of handicapped children and youth; it is also responsible for the peripatetic teaching programme, in-service training for special education teachers and the assessment and evaluation of handicapped children.

There is a close financial relationship between the Special Education Directorate and the Basic and Secondary Education Directorates. Inspection teams for special schools are made up of personnel from the Special Education Directorate, Basic Education Directorate and the Inspectorate Directorate.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals			x				
Schools in other institutions							
Day special schools		x			x		
Special classes in regular schools							
Support teaching in regular class				x	x		

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 2,062 pupils (0.09%) enrolled in special educational provision.

There is a policy of encouraging integration, particularly for pupils with physical handicaps, visual impairments and hearing impairments. When pupils are integrated, appropriate resources should be provided.

All services are provided by the state education system.

Pre-school

A wide range of pre-school services has been established covering all handicaps and most parts of the country. These take the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school

Post-school provision is limited and consists of a few scattered courses in colleges for all young people and some vocational training in social welfare training. There are no services to bridge the transition from school to adult life.

Screening and assessment

Initial screening is done at child welfare clinics and by peripatetic teachers who may refer infants to health centres and assessment centres. Assessment for special educational provision usually takes the form of observations and tests at assessment centres conducted by special educators, doctors, psychologists and social workers.

Parents must be present when their child is being assessed. Parents are interviewed to obtain information on family background, birth and developmental sequence, time of onset of disability and behaviour problems. Decisions on placement of the child are taken jointly by the professionals and the parents.

Support services

Psychiatrists and other medical specialists assess children with disabilities and recommend the placement in schools. Nurses attached to schools give first aid treatment and provide daily medication as needed. Speech pathologists attached to special schools give speech therapy to children with speech disorders. Clinical psychologists test children before admission and also deal with psychological problems that they may have while they are in (special) school. They also advise teachers in these schools. Advisers/consultant teachers conduct assessments and give advice to teachers in the regular schools concerning handicapped children in them. Peripatetic teachers identify and screen children with special needs and seek admission for them. They visit the children in schools to monitor their progress. A resource service takes care of the specialized equipment and materials needed in regular schools where handicapped pupils are integrated.

Training

Teachers working in regular schools receive no training in special educational needs.

Teachers with a teachers certificate who have taught for three years in a regular school are eligible for recruitment to special education training. This takes the form of a three-year course: two years of generic studies and one year of specialization. This leads to the award of a diploma in special education.

FINANCE

Education tuition is free for elementary and secondary education. Parents must pay for the use of books and, where children are in residential schools, part of their boarding and lodging.

Where special education is provided, tuition, boarding and lodging are free both at elementary and secondary levels.

RESEARCH AND DEVELOPMENT

Separate funds are not allocated at national level for research and development.

The most important current research studies are: a survey finding out the number of handicapped children in the country, where they are located, the services available to them and those who are benefitting from those services; the various causes of exceptionality - blind, deaf, mentally retarded, communication problems, learning and language disorders, physically handicapped and gifted - in order to find out which can be prevented and how to prevent them; and gifted children.

Current emphasis in curriculum development is on the provision of special instructional materials to enhance children's learning.

The main issues concerning the future development of special education are: provision of more personnel to carry out peripatetic work in the early intervention programme; greater support for integration through specialist teachers, equipment and materials; and introducing special education into ordinary training colleges so as to prepare teachers for integration.

GUATEMALA

SPECIAL EDUCATIONAL POLICY

There is a five-year plan for special education running from 1986 to 1991. This sets out policies in respect of

(i) institutional strengthening and improvement,
(ii) increase of coverage and extension of services to other areas of special education,
(iii) the maximum use of efforts and resources applied to special education and
(iv) professional updating and continuing preparation for technical, teaching and administrative staff involved in special education projects.

Detailed objectives are set out for each of these policies.

LEGISLATION

Education is compulsory for children aged 7-14. No exclusions are specified in law but many children do not go to school because of the severity of their handicaps and the lack of provision for them.

There is at the moment no specific legislation concerning the education of the handicapped, other than the presumption in the general legislation on education that all children are included. Categories of handicap are not defined.

A draft Bill in special education will be prepared in 1987/88 as part of the five year plan.

ADMINISTRATION/ORGANIZATION

There is a special education department within the Ministry of Education. The policies of the special education department only apply to the Metropolitan area and do not extend to the rest of the country. Other institutions like the Secretariat for Social Welfare, the Committee for the Blind and the Deaf and Dumb and National Commision for Disabled Persons are evolving policies for special educational provision in the interior.

The special education department is charged with co-ordinating and supervising the development of the programmes in state institutions not governed by the Ministry of Education. However, there is as yet no committee bringing together representatives from the different institutions responsible for special education.

The Ministry of Education authorises all private institutions including those providing special education. Authorization is granted provided certain requirements are met. Annual Reports must be submitted, and authorization renewed every five years.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x		x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools		x		x	x	x	x
Special classes in regular schools							x
Support teaching in regular class							x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 1,261 pupils enrolled in special educational provision run by the Ministry of Education. This represents 0.1% of the school age population. Some pupils are enrolled in other special educational provision but details are not available.

There is no policy of encouraging integration.

Pre-school

Provision is limited.

Post-school

Provision is limited. There are some vocational programmes for those with visual impairments, hearing impairments and physical handicaps.

Screening and assessment

The Early Intervention Programme organized in conjunction with the section of special educational provision and the Ministry of Health involves the community in detecting and providing for children with handicaps. The detection of handicaps in children who attend regular pre-school classes is usually the result of direct observation.

Support services

Services available to regular schools are limited. A 'multidisciplinary team is generally available in special schools.

Training

Special education teachers must have relevant experience or a degree in sepcial education. A good deal of on-the-job and other in-service training is provided.

FINANCE

Special educational provision is financed partly by the state and partly by other sources. The latter include voluntary agencies, international bodies such as UNESCO and UNICEF, and other governments. Parents pay school fees in regular schools but not in special schools.

RESEARCH AND DEVELOPMENT

The research unit of the Section of Special Educational Provision has undertaken specific studies on the children in its care. The following subjects have been tackled: prevalence of factors associated with learning difficulties in the primary school; assessment of the nutritional state of pupils; and the effect of neurological damage in children born with forceps. The Special Education Department of the Ministry of Education plans to recruit a permanent research team for special education and carry out research at national level on the diagnosis and detection of special educational needs among children of pre-school age.

Regarding curriculum development, guidelines are available on the following programmes: pschomotricity, sensory perception, language symbolization, concentration and memory, and emotivity.

The main issues concerning the development of special education are: political support for the promotion of special education; economic resources; developing an administrative structure to co-ordinate special educational provision throughout the country and produce a national plan for special education; developing a physical infrastructure for the care of the handicapped; and removing social barriers which stigmatize and exclude handicapped people from active social life.

HUNGARY

SPECIAL EDUCATIONAL POLICY

The aim is to guarantee to children and young people with disabilities the same rights enjoyed by their peers in respect of pre-school, school and vocational training. Where services are concerned, these should be provided close to home.

LEGISLATION

Education is compulsory for children from ages 6-16. For the handicapped student, compulsory education may continue up to the age of 18 in order to obtain a certificate of primary education. Education is compulsory for handicapped children with the exception of those who have an IQ below 30 and those whose psycho-physiological condition, social maturity or personality are such as to make education impossible.

The legislation governing special education is part of the general legislation for public education, covering pre-school, elementary and secondary levels. The main law is Law No 1/1985 on national education. This is supplemented by numerous Provisions relating to the enforcement of Law 1/1985 (41/1985), the running of pre-schools (12/1986), compulsory education (6/1986), the running of primary schools (13/1986), educational advice service (11/1986), the running of secondary schools (16/1986), co-operation between secondary schools and the business world (22/1986) and benefits and advantages granted to pupils in vocational and technical schools (30/1986).

These provisions apply to all categories and degrees of handicap, with the exception of those regarded as ineducable. The legislation provides a framework within which local authorities have a certain degree of flexibility. The legislation defines nine categories of handicap: mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, visual and mental impairment, hearing and mental impairment, and physical and mental handicap.

The Ministry of Culture and Education is responsible for providing education for each kind of handicap. Responsibility for implementing education is divided between national, regional and local administrations for both general and special education.

No significant changes are envisaged in the special education legislation issued in 1985 and 1986.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry of Culture and Education at national level and of executive committees of councils at local level. There is no voluntary provision.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x	x	
Schools in hospitals							
Schools in other institutions							
Day special schools		x					
Special classes in regular schools		x				x	
Support teaching in regular class			x	x	x	x	

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 40,119 pupils (2.5% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Support teaching is provided in regular schools for those handicapped pupils who can make adequate progress there. Each teacher in an ordinary school may devote two periods each week to helping the handicapped pupil. Pupils are transferred from special to regular school if they achieve an adequate standard; they are supported by peripatetic teachers as required.

Pre-school

Provision is widely available, taking the forms of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes. Children are placed in rehabilitation programmes, either at home or in special institutions, based on early detection and intervention and on collaboration with the health services.

Post-school

Provision is limited. There are special vocational schools for the mentally handicapped. Vocational training is carried out in co-operation with businesses who take on students when they leave school.

Screening and assessment

All newborn children must have an audiology test. All suffering from cerebral palsy must be registered. Assessment for special education is conducted by a panel of experts comprising a doctor, psychologist and special teacher but can only be implemented by an administrative decision based on these experts' decision.

Parents must be present when a child is being examined. Those who examine the child must give the parents the results and their recommendations. Parents may appeal against decisions taken.

Support services

The full range of services is available in both special and regular schools.

Training

Regular teacher training only touches briefly on the subject of handicap. Special education teachers receive an initial four years of training in two areas of handicap: a compulsory course on oligophrenic pedagogy; and an option chosen from areas such as speech therapy or deaf teaching. In-service training is compulsory every 10 years. Training can be carried out through day courses or by correspondence.

FINANCE

Special education is funded by the state. Parents make no direct contribution except where a child goes to boarding school or takes meals at school, in which case a monthly contribution related to family income has to be paid. Teaching materials must also be paid for by parents with the exception of parents of blind children for whom materials are free.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. Current research projects include: advisory service required for early correction; diagnostic differences in the detection of the handicapped and the retarded; integration of pupils with sensory handicaps.

Regarding curriculum development, new teaching programmes were introduced in special schools since 1979; these programmes are now being evaluated. Particular development is taking place with regard to the content of optional subjects and work preparation courses.

The main issues concerning the future development of special education are: advisory service to parents regarding the education of their pre-school handicapped child; extending integration; increasing job opportunities; and introducing optional courses leading to vocational guidance for older pupils in the secondary school.

Note

Categories 1 (emotional disturbance and social maladjustment) and 7 (learning disabilities) of question 4 do not form part of special education. For the emotionally disturbed and socially maladjusted there is no special service. They are treated in the neurological services for children and in the educational advice services. Children and young people with antisocial problems are educated in special institutions following their trial. Children with learning difficulties go to a regular school where they have remedial classes in the first two years.

INDONESIA

SPECIAL EDUCATIONAL POLICY

Every citizen has the right to obtain an education. All handicapped children should have the opportunity to attend education with other children.

LEGISLATION

Education is compulsory for children aged from 7-13. No exclusions are specified.

There is legislation concerning the education of handicapped pupils, covering all levels from pre-school to post-school. Eight categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorder, learning disabilities and multiple handicap. Responsibility for implementing education is held at national level.

There is a proposed new Act for the educational system.

ADMINISTRATION/ORGANIZATION

Special education is co-ordinated at national level by the Director General of Primary and Secondary Education within the Ministry of Education and Culture.

When voluntary organizations provide special education, they have to conform to national administrative arrangements.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools							
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

The number of pupils enrolled in special educational provision is approximately 22,500. (On the basis of UNESCO statistics this is equivalent to approximately 0.06% of the school age population.)

There is a policy of encouraging integration.

The breakdown of service provision is

State education system	45%
Voluntary agencies	55%

Pre-school
Pre-school services are confined to children with mental retardation, physical handicap and visual impairment. They take the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school
Post-school provision is limited. There are vocational schools available to bridge the transition from school to adult and working life.

Screening and assessment
The early detection of disabilities is based on community health screening. Assessment for special education is based on observation. Multi-disciplinary teams are available.

Support services
Medical services are available for all schools. Nursing services are available for special schools, especially those dealing with severely mentally retarded children. Speech therapy is available in special schools for deaf children and others who need their assistance. Physiotherapy is available in special schools. Psychological services are available in special schools for mentally retarded children and those suffering from emotional disturbance.

Training
Basic teacher training is provided in colleges. Qualification for special education teaching is based on additional in-service training for teachers who are already qualified.

FINANCE
Special education is financed by central and local government, voluntary organizations and associations. There are no school fees in state elementary schools or state special schools. In secondary schools and in private special schools, school fees are charged depending on the parents' capacity to pay.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. Aspects of curriculum development currently receiving attention in the field of special education are: religious education; pancasila moral education; historical education regarding the national struggle; Indonesian national language; social science; science; mathematics; arts education; physical and health education; and pre-vocational and vocational education.

IRAQ

SPECIAL EDUCATIONAL POLICY
The main objectives of provision for children and young people with disabilities are social and economic security and the protection of human dignity. Education services are offered to all disabled so as to enable them to have more productive roles in society. Social, medical, vocation, psychological and rehabilitation services are offered to help overcome the effects of their disabilities and assist in their integration into society.

LEGISLATION

Education is compulsory for children aged 6-12. The handicapped are excluded from education if (i) their handicap prevents them from attending regular schools especially when there is no special education class in the vicinity or (ii) the degree of their illness prevents them from attending regular schools.

There is legislation concerning the education of handicapped children and young people, covering all levels from pre-school to post-school. This confers responsibilities on the Ministries of Labour and Social Affairs, Education and Health. Details available refer to the Law of Social Welfare. This classifies the disabled according to the nature of their disablement and their capacity to work (article 44) and sets out their rights to welfare and vocational rehabilitation (articles 45-48).

The legislation defines 11 categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, learning disabilities, slow learning, behavioural disorder, orphaned, and multiple and severe retardation. Responsibility for special education is divided across the three Ministries according to category of handicap: Health is responsible for emotional disturbance; Labour and Social Affairs for mental retardation, physical handicap, language disorders, learning disabilities, orphaned, and multiple and severe retardation; Education is responsible for slow learning and behavioural disorder; and Education and Labour and Social Affairs are jointly responsible for visual impairment and hearing impairment. Responsibility for implementing legislation is discharged at national and local levels.

ADMINISTRATION/ORGANIZATION

Three Ministries are concerned with the education of the handicapped, as outlined above. They are separately responsible for provision for the handicaps which fall within their remit. There is a special co-ordinating body at national level which meets monthly. Each of the Ministries is represented on this.

There are no voluntary agencies as the government is responsible for all provision.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x	x	x
Schools in hospitals							
Schools in other institutions							
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools		x		x	x		
Support teaching in regular class		x		x	x		

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 8,535 pupils (0.3% of the school age population) enrolled in special educational provision. (This does not include pupils educated under the Ministry of Health).

There is no policy of encouraging integration.

Pre-school
There is no provision.

Post-school
Provision is limited. Blind and physically handicapped young people can attend regular colleges. There is a limited amount of other provision.

Screening and assessment
The Handicap Diagnosis Centre detects disabilities and sends children to appropriate institutions. Assessment for special education is conducted by multidisciplinary teams.

Parents are not directly involved in assessment procedures or decision making. They are informed of the outcomes, and meetings are held to discuss the difficulties faced by handicapped children.

Support services
Medical and nursing services are available to regular and special schools. Speech therapy is provided in special schools. Physiotherapy and psychological services are offered at hospitals. Advisors and consultant teachers are provided by the Social Welfare Department to both regular and special schools.

Training
Pre-service and in-service training is provided by the Handicap Diagnosis Centre. This covers speech therapy, language disorder, behavioural disturbance, learning disability, sign language and mental retardation.

FINANCE
Special educational provision is financed by the Government through the Ministry of Education and the Ministry of Labour and Social Affairs. Parents do not contribute directly to the cost of their children's education.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects relate to: occupational training for the mentally disabled; the slow learner in special education; social care of the blind; new technology for the visually impaired; integration and rehabilitation.

Aspects of curriculum development currently receiving attention are: self-care, motor skills, social skills, rehabilitation skills, communicative skills, speech therapy, learning by playing, music and sport therapy.

The main issues concerning the future development of special education are: equal opportunities for mentally retarded people; integrating them into society; supplying medical care as well as rehabilitation services for all disabled; and early intervention.

IRELAND

SPECIAL EDUCATIONAL POLICY

The objective is to provide meaningful learning experiences for children with disabilities so that they will lead full lives as children and reach their maximum potential in cognitive, moral, social, physical and aesthetic development.

LEGISLATION

Education is compulsory for children from ages 6-15. Parents of children with disabilities are not obliged to send them to school; they do have the right to send them to school. Children assessed as severely mentally handicapped (IQ less than 30) are not normally enrolled in schools. (It is planned to introduce teachers to the centres attended by these children.)

There is no legislation concerning the education of handicapped children. Responsibility for education is vested in the Ministry of Education. Responsibility for implementing education is held at the national level.

ADMINISTRATION/ORGANIZATION

The Ministry of Education has sole responsibility for providing special education.

Voluntary bodies are involved in the management of schools. Schools must comply with regulations laid down by the Minister of Education and they are regularly inspected by departmental inspectors.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals	x	x					
Schools in other institutions							
Day special schools	x	x	x	x	x		
Special classes in regular schools		x				x	
Support teaching in regular class	x		x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are approximately 7,000 pupils (0.9% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. There are peripatetic services for hearing impaired and visually impaired pupils.

Pre-school

Pre-school services are limited. Where they are available, they take the form of home teaching programmes, itinerant teaching services and - funded by the Ministry of Health - special nursery schools/classes.

Post-school

Post-school provision is widely available for young people who are mentally retarded or who have learning disabilities. Other provision is limited. Provision is available in colleges for all young people and in special colleges for the disabled. Vocational training and work preparation are offered in special vocational training centres. The National Rehabilitation Board funded by the Ministry of Health has overall responsibility for vocational training. Its placement officers provide support and advice during the final years of schooling and after leaving school.

Screening and assessment

All newborn babies are screened routinely and there are regular checks on young children continuing into early school years.Assessment for special needs is conducted by a specialist team consisting of psychiatrist, psychologist and social worker. The National Rehabilitation Board can arrange for vocational assessment at any stage during adult life.

It is policy and practice that parents are interviewed and case histories are taken. Parents are free to reject advice given.

Support services

The full range of support services is available to both regular and special schools.

Training

Teachers training for primary teaching posts receive some instruction on special needs as part of their training. Secondary teacher trainees receive some instruction on an informal basis. In-service courses are held annually for about 100 primary teachers on pupils with special needs.

It is policy that only teachers trained for general education can be appointed in special education. Teachers in special schools/classes are eligible to attend a one year course leading to a diploma in special education.

FINANCE

Education is financed by way of grant-in-aid. Grants of up to 90% are provided for buildings. Teachers' salaries are paid in full. Local contributions do not exceed on average 5%.

Parents contribute to the cost of their children's education but are not obliged to. This is by way of donations and support for fund-raising activities. Most special schools have Associations of Parents and Friends which have a largely fund-raising purpose.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. Current concerns in curriculum development are: curriculum guidelines for moderately mentally handicapped pupils; and evaluating the possibilities of using the new technology;

The main issues concerning the future development of special education are: integration of the greatest number in regular schools; access to continuing education; work placement; and provision for severely/profoundly mentally handicapped

ISRAEL

SPECIAL EDUCATIONAL POLICY

The current policy objective is to give every child of school age with whatever disability an appropriate education.

LEGISLATION

Education is compulsory for all children including the handicapped from ages 5-15. Children with special needs must receive education up to age 18, and those who have cerebral palsy, are blind, deaf, moderately retarded or are psychotic or autistic are educated from age 3.

There is legislation concerning the education of the handicapped, covering pre-school, elementary and secondary levels. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

The Ministry of Education and Culture is responsible for the education of the handicapped. Responsibility for implementing both general and special education is held at local level.

ADMINISTRATION/ORGANIZATION

The education system for all children and young people is administered and organised by the Ministry of Education and Culture. The Ministry of Social Affairs deals with occupational matters, and there are special institutions for those with severe retardation or who are delinquent.

The Ministry of Education and Culture is closely involved with the voluntary organizations. They work together with school principals and their work is overseen by the local inspectors.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x		x			
Schools in hospitals	x		x				
Schools in other institutions							
Day special schools	x	x	x	x			x
Special classes in regular schools	x						x
Support teaching in regular class			x	x	x		x

* (i) Emotional disturbance, (ii)Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 60,000 pupils (5% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Deaf and blind children are integrated into regular schools as far as possible. Less seriously emotionally distressed children are given individual tuition in regular schools. Children with learning problems are given the chance of being integrated into regular schools when this may prove advantageous. Children with borderline IQs or with learning disabilities are in special classes in regular schools.

Pre-school
Provision is limited.

Post-school
Provision is limited.

Screening and assessment
Children are examined immediately after birth and subsequently in post-natal clinics. If a disability is diagnosed, they are referred to a child development centre under the auspices of the Ministry of Health. Assessment for special educational needs is conducted by psychologists and advisers.

Parents are involved inasmuch as they are informed about the situation of the child and are gently persuaded to have the child enrolled in special provision as necessary.

Support services
Speech therapy, physiotherapy, psychological services and advisory teachers are available to both regular and special schools, according to need.

Training
Teachers in regular schools receive training for special education, for 200 - 250 hours. There are in-service courses available during the school year and during school holidays covering different aspects of special needs.

Teachers in special education must do a 3 or 4 year university course prior to qualifying. There are numerous in-service courses also.

FINANCE
The Ministry of Education and Culture finances the salaries of the state-employed teachers and other personnel. Local authorities, the national lottery and voluntary organizations contribute buildings, equipment and other medical staff.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The main current research projects relate to: changing childrens' attitudes towards disabled children; survey of reactions to integration in regular schools; and integration of moderately retarded adults in partly sheltered occupations.

Aspects of curriculum development currently receiving attention are: computers in the teaching-learning process; pre-school programmes with a stress on parental involvement and guidance; individualization of instruction; and increased secondary school options.

The main issue concerning the future development of special education is the integration of handicapped pupils in general education.

JORDAN

SPECIAL EDUCATIONAL POLICY
The objectives are to provide assessment and diagnostic services, education and training, and job placement services to handicapped individuals.

LEGISLATION

Education is compulsory for children from ages 6-15. The only exclusions specified are those who are mentally ill.

There is no legislation concerning the education of the handicapped. Education for all handicapped children is the responsibility of the Ministry of Social Development, according to its budget and the demand for services. Responsibility for implementation is held at national level.

Draft legislation for the handicapped has been proposed. There is also legislation under preparation covering the interests of disabled persons.

ADMINISTRATION/ORGANIZATION

The education system has three stages: elementary (6-12), preparatory (12-15) and secondary (15-18). The special education system has two main stages: special education (6-16) and vocational (16+).

The Ministry of Social Development is responsible for providing educational services for handicapped children, through the Department of Special Education.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x	x	x
Schools in hospitals							
Schools in other institutions							
Day special schools		x	x	x	x	x	x
Special classes in regular schools							
Support teaching in regular class			x	x	x	x	

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 2,500 pupils enrolled in special educational provision. (On the basis of UNESCO education statistics, this represents approximately 0.3% of pupils of school age.)

There is no policy of encouraging integration.

The breakdown of service provision is

State education system	50%
Voluntary agencies	50%

Pre-school

There are limited pre-school services. Where they exist, they are attached to special schools and cover mental retardation, physical handicap and hearing impairment.

Post-school
There is no provision in colleges. Some special school leavers enrol in vocational training programmes in special centres or go to sheltered workshops.

Screening and assessment
Early detection of disabilities is medically oriented. There are diagnostic services for some areas of handicap. Parents are sometimes involved in assessment procedures by providing information on their children's behaviour.

Support services
Medical services are available to regular and special schools. Otherwise, special schools have accesss to speech therapy, physiotherapy and psychological services.

Training
Some special education teachers have a diploma in special education or a community college diploma in elementary education. There are some in-service training programmes.

FINANCE
The Ministry of Social Development finances state special education centres. Other centres are funded partly by the Ministry, partly by voluntary organizations.

Parents may give a symbolic contribution but are not required to pay fees.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects focus on: assessment and diagnostic tools; the curriculum for handicapped students; and Arab sign language. Efforts are being made to modify the regular curriculum for deaf students.

The main issues concerning the future development of special education are: assessment and classification; programmes and curriculum; vocational rehabilitation; and job placement.

KUWAIT

SPECIAL EDUCATIONAL POLICY
The objectives are to give disabled people the opportunity to learn and develop on an equal footing with others, become socially adjusted to the greatest extent possible and become active productive members of society.

Legislation
Education is compulsory for all children from ages 6-14. No exclusions are specified.

There is legislation concerning the education of handicapped children, covering elementary and intermediate school levels, but no details are given. Six categories of handicap are defined: mental retardation,

physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

Provision is primarily the responsibility of the Ministry of Education, but other ministries and voluntary organizations also have some responsibilities. The implementation of education is the responsibility of the national administration.
New legislation concerning educational provision for the handicapped is under development.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Ministry of Education through a network of special schools. Schools for pupils with physical handicaps and visual handicaps run on the same lines as regular schools and follow the general curriculum with any necessary modifications. Schools for pupils with hearing impairment and mental handicap have a separate curriculum and organization geared to vocational development.

Education for handicapped persons is also provided by: Ministry of Public Health which is responsible for early intervention and hospital education; Ministry of Social Affairs and Labour which is responsible for a vocational rehabilitation centre for persons with physical and sensory handicaps; and the Kuwait Society for the Handicapped which provides classes for those with severe mental retardation and multiple handicaps. All the above follow the same educational system as the Ministry of Education. Also, the Ministry of Education provides them with teachers.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each handicap are given in the table. Special schools are the most common form of provision. There is no provision for severely emotionally disturbed children.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Schools in hospitals		x	x				
Schools in other institutions		x					
Day special schools		x					
Special classes in regular schools		x					
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

About 2,000 pupils (0.5 % of the school population) are enrolled in special educational provision.

There is no policy of encouraging integration.

The breakdown of service provision is as follows:

State education system	70 %
Other government departments	25 %
Voluntary agencies	5 %

All provision for those with handicaps other than multiple handicap and severe mental retardation is made by the state education system. Provision for those with multiple handicap and mental retardation is made by other government departments (75 %) and voluntary agencies (25 %).

Pre-school
Pre-school provision takes the form of special nursery schools and classes. There is good provision everywhere for mental retardation, physical handicap, visual impairment and hearing impairment. Provision is available in most areas for language disorder.

Post-school
Provision is limited to a few scattered courses provided in colleges for all young people or in social welfare provision. There are no services available to bridge the transition from school to adult life.

Screening and assessment
Early detection is done at maternity hospitals and clinics. Complex cases are transferred to the Genetic Centre for detailed investigation and neuro-developmental services. Procedures for assessing special educational needs include psychological testing (WISC-R and Stanford Binet) and developmental measures.

Parents are involved in assessment procedures through taking information about the behaviour of the child and history of problems. No decision can be taken in referral services without the approval of the parents.

Support services
Most of the support services are well established and available to both regular and special schools. Physiotherapy is available only in special schools.

Training
Initial teacher training is provided in colleges and university. Some attention is paid to special educational needs. There is a limited programme of in-service training.

FINANCE
State provision is financed by the state and voluntary provision is funded by individual donations. Parents do not contribute directly to their children's education.

RESEARCH DEVELOPMENT
Separate funds are not allocated for research and development.

MADAGASCAR

SPECIAL EDUCATIONAL POLICY
There is no special education policy as such. There are initiatives by different organizations.

LEGISLATION

Education is compulsory for all children from ages 6-14. Some handicapped children, eg the mentally handicapped,are excluded from this.

There is no legislation concerning the education of the handicapped. The Ministry of Population, Youth and Sport is responsible for special education. Responsibility for implementing education is held at national level.

It is intended to establish a National Council for the Handicapped. This will set up registration of handicapped persons so that statistics will be available on the causes and categories of handicap. It will also develop a national programme leading to

- stronger measures being taken to prevent disablement
- progressive decentralization of special centres for handicapped people
- improvement in the provision of rehabilitation and vocational training
- integration of the handicapped into their families and society by giving them the opportunity to participate in normal activities
- assisting handicapped people to find jobs.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x			x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools			x				
Special classes in regular schools		x					
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

The breakdown of service provision is as follows:

State education system	None
Other government departments	Less than 20%
Voluntary agencies	More than 80%

There is a policy of encouraging integration. This is the responsibility of the National Council for the Handicapped.

There are no pre-school services for the handicapped. Other services are limited.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. There is a research project on the vocational rehabilitation and integration of handicapped people into society.

MALAWI

SPECIAL EDUCATIONAL POLICY

The principal objective is to provide education to all the handicapped children in the country.

LEGISLATION

Education is not compulsory. It is up to parents to decide to bring their child to school.

There is legislation concerning the education of the handicapped, covering pre-school, elementary and secondary levels. This gives all visually handicapped children of school age the right to attend school in the resource centres. The legislation defines two categories of handicap: visual impairment and hearing impairment.

Education is the responsibility of the Ministry of Education and Culture. Responsibility for implementation is held at national level.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Planning and Inspectorate Division of the Ministry of Education and Culture.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools				x	x		
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

About 20% of provision is provided by the state education system and the rest by voluntary agencies.

There is no policy of encouraging integration.

Pre-school

Pre-school services are very limited and confined to pupils with hearing impairment and visual impairment. They take the form of itinerant teaching services and special nursery schools/classes.

Post-school

Services are limited and confined to young people with hearing and visual impairment. All handicapped children in schools are registered with the Malawi Council for the Handicapped. After completion of school some students are taken by the Council for training in one of their vocational training centres.

Screening and assessment
There are no formal procedures.

Support services
None available

Training
There are two training centres for teachers of the blind and deaf in the country. Other teachers go abroad (UK, USA) for diploma and degree courses in special education.

FINANCE
Special education is financed by the Government through the Ministry of Education and Culture and by voluntary agencies. Parents pay school fees in regular schools but not in special schools.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. There is a research project taking place on parental attitudes toward their blind children.

The main issues concerning the future development of special education are: expansion of early intervention programmes; integration; and vocational education.

MALI

SPECIAL EDUCATIONAL POLICY
The current policy objectives are
- to identify children suffering from illness at an early stage
- to prevent illness developing into disability and disability to handicap
- to establish the rehabilitation services which are geographically and financially available to families of handicapped children
- to initiate and develop primary rehabilitation care.

LEGISLATION
Education is compulsory for children from ages 6-15. Handicapped children are excluded from the system in cases where the severity of the handicap is such as to prevent them from taking part in normal schooling. This applies particularly to those with cerebral palsy, the profoundly deaf and the retarded. (Children excluded in this way stay at home, the responsibility of their parents.)

There is no legislation concerning the education of handicapped children. Categories of handicap are not formally defined.

The Ministry of Public Health and Social Welfare is responsible for special education. Responsibility for implementing education is held at national level.

For the future, an Act for the social and juridical protection of the handicapped has been developed and approved by a national seminar. This has been submitted to the Government as a draft Bill. It defines categories of handicap and specifies the roles of the different Ministries in relation to them. It also sets out the rights and obligations of handicapped people themselves.

ADMINISTRATION/ORGANIZATION

Special schools are supervised by a special education section within the Ministry of Public Health and Social Welfare. Some handicapped pupils attend regular schools and so fall under the jurisdiction of the Ministry of National Education.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x			x			
Schools in hospitals							
Schools in other institutions							
Day special schools			x				
Special classes in regular schools							
Support teaching in regular class				x			

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 230 pupils enrolled in special educational provision. (By reference to UNESCO figures, this corresponds to 0.03% of the school age population.)

There is a policy of encouraging integration. Since 1984, blind pupils are being educated at secondary level and at university. The public is widely informed of the success of these pupils in order to raise public consciousness on the issue.

The breakdown of service provision is

State education system	10%
Voluntary agencies	90%.

Pre-school

Services are extremely limited and take the form of special nursery schools/classes when available.

Post-school

Provision is very limited. Some vocational training schools have been established by voluntary organizations.

Screening and assessment

Each pre-school child has a health record card, and doctors visit the pre-schools. No procedures are laid down for assessing pupils for special education.

Support services

Special schools have medical, nursing and physiotherapy services. Educational advisers visit regular schools which receive blind pupils at secondary level.

Training

Special education teachers are recruited from ordinary teachers and given on-the-job training.

FINANCE
The state pays grants to special schools and gives them tax-exempted status on all materials used within the schools. The voluntary organizations raise money themselves and receive aid from international organizations. Parents contribute directly to the cost of education in regular schools but not in special schools.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development.

MALTA

SPECIAL EDUCATIONAL POLICY
The objective is to provide education for young people with disabilities in special schools/units or regular schools where they are supported by visiting teachers.

LEGISLATION
Education is compulsory for all children from ages 6-16. No children are excluded from the public education system because of the severity of their handicaps.

There is legislation concerning the education of handicapped children, covering pre-school, elementary and secondary levels. The Education Act 1974 provides for special schools for children who have a mental, physical or emotional defect. Hearing and visual handicaps are assumed to be included under physical handicap. The legislation defines 6 categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment and learning disabilities.

The Ministry of Education is responsible for the education of handicapped children. Responsibility for implementing education is held at national level.

ADMINISTRATION/ORGANIZATION
Special education is the responsibility of the Ministry of Education. No provision is made by voluntary organizations.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for all types of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							
Schools in hospitals							
Schools in other institutions							
Day special schools	x	x	x	x	x		x
Special classes in regular schools		x					x
Support teaching in regular class					x		

* (i) Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 718 pupils (1.7% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration, though a number of hearing impaired children and physically handicapped children are educated in ordinary classes, and some special classes have been set up for children with learning difficulties.

Pre-school

There is good provision for mental retardation, physical handicap, visual impairment, hearing impairment, and learning disabilities. This takes the form of home teaching programmes, itinerant teaching services and support in regular nursery schools/classes.

Post-school

Provision is limited. There are trade schools and an adult training centre.

Screening and assessment

The medical services identify those who have gross mental and physical handicaps. Otherwise, children are first screened before entering kindergarten schools at age 4.

Assessment for special education is conducted by an inter-disciplinary team comprising as necessary an educational psychologist, education officer (special education), speech therapist, audiologist and heads of receiving schools.

Parents are present when their children are tested. In most cases they give their consent for their child to be placed in special school.

Support services

Medical, nursing and speech therapy services are available to both regular and special schools. Consultant teachers help in special schools. Peripatetic teachers support hearing impaired pupils in regular schools (and also homebound children).

Training

Some teachers in regular schools have received in-service training locally or abroad in special education. Special education teachers transfer to special education after two years' teaching in a normal school. In some cases, these teachers do a one year specialist course abroad.

FINANCE

All education is financed at national level. Neither parents nor voluntary organizations contribute.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. An area of curriculum development currently receiving attention is sign language in the education of the hearing impaired.

The main issues concerning the future development of special education are early intervention programmes and integration.

MEXICO

SPECIAL EDUCATIONAL POLICY

The current policy objectives are

- to enable those with special educational needs to obtain the personal autonomy that will facilitate their social integration and participation and allow them to lead a full life
- to secure appropriate educational and other provision for such persons from birth and throughout life
- to create incentives for the acceptance of those with special educational needs within the social context, gradually applying the principles of normalisation and integration.

LEGISLATION

Education is compulsory for children aged 6-12. Education is not compulsory for handicapped children: it is provided on the basis of demand from those with special educational needs, ie the service is available on request.

There is legislation concerning the education of the handicapped, covering pre-school and elementary levels. This is contained for the most part in legislation affecting the normal population. Categories of handicap are not defined. Responsibility for implementing education is held at national level.

No new legislation is being contemplated.

ADMINISTRATION/ORGANIZATION

The Department of Special Education is one of the 36 Departments of the Ministry of Public Education, located within the Sub-Secretariat of Elementary Education alongside the Departments of Pre-school Education and Primary Education.

Education given by accredited private bodies conforms to regulations laid down by the Ministry of Public Education.

Special educational provision

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Special Education Schools	x	x	x	x	x	x	
Integrated Group Units							x
Psycho-educational Centres						x	x
Special Education Training Colleges		x					
Early Intervention Centres		x	x	x			
Special Education Rehabilitation Cntrs		x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 170,364 pupils (1.0% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

The breakdown of service provision is as follows:

State education system	90%
Other government departments	7%
Voluntary agencies	3%

Pre-school

There is good provision widely available for most categories of handicap. This takes the form of home teaching programmes, special nursery schools/classes and psycho-educational classes.

Post-school

No services are available.

Screening and assessment

Instruments used for early assessment include the APGAR index, the PAC Primary and the Filho test. Some difficulties have been found with these and attempts are being made to obtain a more reliable instrument. Psychological assessments at pre-school level have been based on tests such as the Sherman test and the Soll inventory. These too have various limitations and have not been standardized for use with Mexican children. Because of these various difficulties, it is proposed to use the Kaufman test and standardize it for Mexican children.

Assessment for special education is based on a battery of tests maintained by the Department of Special Education. The Department has produced a manual giving specifications on assessment in each area of provision. The battery includes the Bender Gestalt, Wechsler, Sherman Merrill and Kaufman. Several of these have been revised and standardized in Mexico.

Considerable emphasis is placed on continuous assessment by the class teacher throughout the school year. It is considered that the best assessment will combine regular teacher assessments with psychometric information.

Requests for provision must be made by parents. Parents also supply information for the assessment process. Parents are closely involved throughout and the aim is to seek a joint decision.

Support services

The full range of support services is available to both regular and special schools.

Training

A diploma in special education is awarded by specialized training colleges under the Ministry of Education. There are numerous in-service training opportunities.

FINANCE
Educational provision is financed from the state budget. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects are in the areas of: teaching strategies in mathematics at primary level: reconstructing meaning in reading; teaching strategies to overcome difficulties in reading and writing; psycho-educational experiments in integration; and validation of the Kaufman battery.

The main issues concerning the future development of special education are: provision for children with outstanding abilities; integration for children with development problems; and the training of special education staff.

NETHERLANDS

SPECIAL EDUCATIONAL POLICY
Policy is based on the principle that it should be possible for all children to be educated, preferably in regular schools. Children should be moved out of a special school to a regular school as quickly as possible. Regular schools should be equipped with the resources and expertise required to deal successfully with handicapped children.

LEGISLATION
Education is compulsory for all children including the handicapped from ages 6-16.

There is legislation concerning the education of the handicapped, covering elementary, secondary and post-school levels. The Special Education Interim Act governs education in all types of special schools. The Primary Education Act governs primary schools and includes provisions relating to disabled children; likewise for the Secondary Education Act. The legislation defines nine categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, learning disabilities, children in hospitals and children with chronic illness.

The Ministry of Education and Science is responsible for the education of all categories. Educational courses and vocational training for adults provided through sheltered workshops fall under the auspices of the Ministry of Employment and Social Security. Responsibility for implementing education is held at national, regional and local levels.

Future legislation will include developments in the Special Education Interim Act and a Disabled Employees Act governing the rights of disabled employees and employers' duty to employ a certain percentage of disabled people.

ADMINISTRATION/ORGANIZATION
The Ministry of Education and Science is responsible for the education system. There are within the Ministry four education departments concerned with different aspects of education: primary, secondary, higher and university, educational services and inspection.

For children who are judged unable to function optimally in regular schools, there are 15 different types of special schools. Each of these specialises in teaching a particular category of handicapped children. About 60% of special schools are run by private organizations. The foundation of such schools must be approved by the Ministry of Education and Science, and they have to conform to regulations governing staffing, curriculum and expenditure.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							
Schools in hospitals			x				
Schools in other institutions	x	x	x	x	x	x	x
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 57,462 pupils (3.5%) enrolled in special educational provision.

There is a policy of encouraging integration. The curriculum in special schools at primary level runs parallel to the curriculum in regular schools as far as possible, so that children can be readily referred back to a regular primary school or can proceed to a regular secondary school. Special schools are obliged to conduct an active programme of transferring pupils to regular schools, and extensive resources are provided for this purpose. Measures introduced in 1985 include peripatetic teaching support whereby special education teachers go to ordinary schools, and 'symbiotic education' whereby some of the special education curriculum at secondary level is taught in regular schools.

About 40% of special schools are run by the municipal authorities and 60% by private organizations, but all receive full funding from the state.

Pre-school

There is good provision of special nursery schools/classes for pupils with physical handicaps.

Post-school

There is good provision everywhere for all categories of handicapped. This is available in colleges for all young people. Where disabled young people and adults cannot attend ordinary vocational, adult and university education, there are opportunities to attend courses specifically for the disabled.

Services to bridge the transition from school to adult life include: regional employment officers responsible for placing disabled persons in jobs; sheltered workshops providing employment for people whose disabilities preclude ordinary jobs; day centres providing meaningful occupations for older disabled people; and voluntary organizations which provide counselling for the disabled.

Screening and assessment

Early detection is done by baby-and-toddler clinics and by child clinics where young children are examined by multi-disciplinary teams. Assessment for special education is conducted by the assessment committee of the relevant special school, which comprises the head of the school, a doctor, a psychologist and a social worker.

Parents are partly responsible for taking the initiative in applying to special schools. The assessment committee is obliged to inform parents of its findings. Parents have the right to appeal against decisions taken by the school.

Support services

Medical services are available to regular and special schools. Nursing services are available to some types of special school. Speech therapy and physiotherapy are available to special schools. Psychological and advisory services are available to regular schools through the school counselling service. Psychological and advisory services are available to special schools as part of their staffing, dependent upon school size.

For special schools, the number of non-teaching staff is governed by the number of pupils at the school.

Training

Teachers in regular schools can attend a range of in-service training courses relating to special educational needs.

Teachers specializing in special education first train as regular teachers. They then take special education courses, usually at the same time as working in special education. These courses are geared to particular categories of handicap; some are provided in special schools themselves, eg schools for the deaf.

FINANCE

In principle, the state is responsible for all the costs of education including special education. Construction, equipment and maintenance costs are paid for by local authorities or private organizations, which are then reimbursed by the government. Payments are subject to certain norms, and if these are exceeded the costs have to be met by the local authority or voluntary organization.

Parents of children aged under 16 do not contribute directly to the cost of education, though they may be asked for voluntary contributions to a school fund. Parents of pupils over the age of 16 pay school fees and contribute towards the cost of some learning materials.

RESEARCH AND DEVELOPMENT

Separate national funds are allocated for research and development. Major current research projects include: working with action plans to structure individual learning; differentiation of teaching/learning materials; the operation of broad admission criteria; developments in special secondary education concerning the flow of pupils into regular schools and on to the labour market; and provision for small children whose development is at risk.

A current priority in curriculum development is the development of computer software to facilitate the production of individual programmes for pupils with learning difficulties.

The main issues concerning the future development of special education are: the use of broader admission criteria to special schools so as to reduce the number of types of school; the production and monitoring of individualized education programmes for pupils; and developing new forms of special secondary education that will have closer links with regular secondary and vocational education.

NEW ZEALAND

SPECIAL EDUCATIONAL POLICY

The fundamental objective is to provide a programme which will be

- universal, serving all who need it
- integral with other educational programmes in respect of both administration and delivery, and not a separate system.
- lifelong
- unified within and across (i) the age sectors and (ii) home, community and school.

FINANCE

Education is compulsory for all children, from ages 6-15. Current legislation authorises the exclusion of students assessed as severely handicapped from the state school system, but this is under consideration.

There is legislation concerning the education of handicapped children. This covers all levels from pre-school to post-school. With the exception of one Act (relating to services for blind persons), the legislative provisions applying to the education of handicapped persons are those contained in the Education Act 1964 and its amendments. Essentially, these authorise the Minister of Education to establish special education services as integral components of the state school system. There are no regulations relating specifically to the education of handicapped persons: since special education services are integral parts of the education system, all the regulations relating to that system apply also to the education of persons with handicaps as relevant. The legislation does not define categories of handicap.

The Department of Education is responsible for all children in special education, though it has a joint responsibility with the Department of Health in respect of some mentally retarded students. Responsibility for implementing education is held at national, regional and local levels.

It is proposed to amend the Education Act 1964 by removing the section which allowed severely handicapped students to be excluded from the state school system.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Department of Education. At national level, this responsibility is discharged in a two-fold way: special education is integrated into the regular education services so that each of the Department's Assistant Secretaries has a responsibility for special education; and there is a small team with specific responsibility for special education. At local level, the education boards which control regular schooling have wide administrative responsibilities in special education; most have established a standing committee on special education. This dualism is felt to permit a parallel process of special education within a system that is overall integrated.

There is an inter-ministerial committee comprising representatives from Education, Health, Labour and Social Welfare. This committee is the major co-ordinating committee for the three departments and is able to maintain a consistent and continuing overview of developments pertaining to citizens who are handicapped. It meets six times a year.

Voluntary organizations do not provide special education for pupils of school age. In the past they have made a significant contribution to the development of special education but are now playing a lesser role as they move from service provision to advocacy activities. They still provide some pre-school and post-school services.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for all kinds of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x		x	x		
Schools in hospitals	x	x	x				
Schools in other institutions	x		x				
Day special schools	x	x	x				
Special classes in regular schools	x	x	x		x	x	
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 13,000 pupils (3.0% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. There is a firm Government commitment to the education of all students with their age peers in regular classes at regular schools. The only exception is when it is clearly in a particular student's best interest at a particular time to provide some separate provision. Whenever possible, this would be located on the campus of a regular school. With the exception of the more seriously intellectually handicapped and some physically handicapped students, almost all students of compulsory school age are in fact educated in regular classes or on the same campus as peers.

Pre-school

Good provision is widely available for all categories of handicap. This takes the form of home teaching programmes, itinerant teaching services, special nursery schools/classes, support in regular nursery schools/classes, early intervention programmes, speech/language clinics, psychological services and advisers on deafness. The extension of services to rural areas is a matter of particular concern.

Post-school

Provision is not well developed, though it is a recognised priority and an increasing interest is being taken in it. The number of programmes in community colleges and technical institutes doubled in the last year from 20 to 40, and it is expected that they will continue to expand. Schools run transition courses for all pupils, and some components of these have particular relevance to the needs of handicapped students.

Screening and assessment

All newborn children are screened and receive regular visits from health nurses. Where necessary, multidisciplinary assessment can be carried out.

Assessment for special education also draws on multidisciplinary teams, though increasingly assessments are made by those who best know the child and consist of attainment and observation data.

Parents have a right to be consulted on placement decisions. Rapid movement is taking place toward fuller consultation and involvement in ongoing programming.

Support services

The full range of support services is available to both regular and special schools. Speech-language therapists work more often in special schools. Physiotherapists and occupational therapists are available only in schools or units for the physically handicapped.

Training

The initial training of primary teachers includes some compulsory elements of teaching to individual needs. Student teachers can also choose to do a special education course as a small optional section. Secondary training courses do not generally include such options. In-service programmes at all levels offer courses in understanding and teaching students with special needs. Optional study courses are available leading to extra qualifications.

For teachers specializing in special education, there are three generic courses preparing teachers to work widely across the field of special education. Post-certification courses of one year's duration are available for teachers of deaf children, teachers of visually handicapped children and psychologists. A specific course is provided for the training of speech-language therapists. Psychologists are trained teachers with some experience who complete a further six year university course in educational psychology.

On-the-job training is provided for teacher aides and classroom assistants in special schools.

FINANCE

Special education is funded as an integral part of the state education system. Funds are dispersed through regional offices to local controlling authorities for their authorised expenditures.

Parents and voluntary organizations contribute locally and nationally to provide additional equipment and the necessary funding of out-of-school activities.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development, but a great deal of research is being conducted under the auspices of the Department of Education and through agencies funded, at least in part, by the Department especially the New Zealand Council for Educational Research.

The most important current research projects are:

i assessment of competence of a sample of urban primary schools in providing intervention programmes for pupils aged 7-13 who have difficulties in reading
ii development and evaluation of a teaching programme for severely handicapped students
iii analysis of the delivery of the Reading Recovery Programme in primary schools
iv survey of students with special teaching needs in secondary schools
v introducing trainee teachers to parental involvement in children's learning
vi residential treatment of behaviourally disturbed children
vii comparison of aspects of educational provision for students in special classes and mainstream settings
viii development of reading and language in profoundly deaf children exposed to total communication programmes
ix study of transition of students with handicap from school to employment.

Aspects of curriculum development currently receiving attention are:

i development of assessment policies based on educational criteria
ii speech and language services
iii curriculum guidelines and sample programmes for severely handicapped students
iv preparing individual teaching programmes
v development of 'adaptive' physical education curriculum for disabled students
vi review of music curriculum for students with special teaching needs.

The main issues concerning the future development of special education are: integration; parental involvement; lifelong, unified and appropriate education; maximally effective teaching programmes; effective and accountable administration; and support for teachers at all levels in educating students with special teaching needs. In particular, over the next five years there will be a movement to reduce the reliance on a separate parallel education service. The service will be moved into the mainstream of education and will become a support service for regular education programmes and provision.

Note

The Department of Education has just completed for the Government the first comprehensive review of New Zealand's special education programme.

The review comments on the present position and ofers strategies for the future. It offers a coherent package of strategies for progress towards the two linked goals of acceptable standards of equity of access and provision, and normalization for students with handicaps. It embraces, among other matters, identification, assessment and programming policies and procedures, human and physical resources, public information, school organization, administration and staff training. The review draws on current overseas research and experience but is essentially a study focussing on New Zealand's lifestyle, needs and resources.

NICARAGUA

SPECIAL EDUCATIONAL POLICY
The objectives are to provide educational care for children suffering from disorders in their development and to prepare them for employment.

LEGISLATION
Education is compulsory for children aged 7-12. However, this aim has only been partly achieved because of the scarcity of economic and human resources. Children with severe mental retardation are excluded from education.

Legislation concerning the education of the handicapped is contained within the general legislation bearing on education. This covers pre-school, elementary and secondary levels. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities. Responsibility for implementing education is held at national level.

Currently, special schools are governed by the regulations applicable to regular schools. Plans are in progress for the preparation of specific regulations for special education.

ADMINISTRATION/ORGANIZATION
Two national institutions are responsible for the administration of education - the Ministry of Education and the Council for Further Education. The Ministry of Education is responsible for special education alongside pre-school, elementary, secondary and technical education. The Council provides further education. (An organization chart is available.) The Nicaraguan Institute of Social Welfare and Security is responsible for the rehabilitation of disabled adults.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							
Schools in hospitals							
Schools in other institutions							
Day special schools		x		x	x		
Special classes in regular schools	x					x	x
Support teaching in regular class		x	x	x			

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 2,102 pupils (0.4% of the school age population) enrolled in special educational provision.

There is no policy of encouraging integration.

Pre-school
Provision is widely available for all categories of handicap. This takes the form of home teaching programmes and special nursery schools/classes.

Post-school
Provision is limited and confined to some courses in colleges for all young people. The Ministry of Education runs 'pre-workshops' offering occupational training for handicapped young people.

Screening and assessment
Early detection is carried out at health centres under the Ministry of Health and by means of censuses under the Ministry of Education.

Assessment for special education is the responsibility of the Diagnosis Section of the Department of Special Education. Multidisciplinary examinations take place. The participation of parents is confined to helping to complete the clinical history.

Training
Special education teachers have qualified under the regular teacher training system. When they begin work in special education, they receive further instruction geared to the handicapping conditions they encounter.

FINANCE
Educational provision is financed through the state budgets. Parents do not make a direct contribution. There is only one voluntary organization providing special education, and this is funded in part by the Ministry of Education.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development.

The main issues concerning the future development of special education are the lack of qualified staff and economic limitations.

NIGERIA

SPECIAL EDUCATIONAL POLICY
The objectives of policy are
- to secure equality of educational opportunity for all children
- to educate disabled children and adults to play useful roles in the development of the nation
- to enable gifted children to develop at their own pace
- to develop the manpower necessary to achieve these objectives
- to work towards the integration of exceptional children into the regular system.

LEGISLATION

Although efforts are being made to educate all children coming forward, failure to attend school is not yet an offence.

There is legislation concerning the education of the handicapped, covering elementary, secondary and post-school levels. Seven categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities. Responsibility for implementing education in general is held at national, regional and local levels; responsibility for implementing legislation concerning special educational provision is held at national and regional levels only.

Plans for the future include providing free education on a national scale and job opportunities for the disabled.

ADMINISTRATION/ORGANIZATION

The education system is the administrative responsibility of the Federal Ministry of Education, the 19 State Ministries of Education and the Education Department of the Federal Capital Development Authority. Administratively, pre-primary education is mostly managed as private enterprise, though structured and developed in accordance with the National Policy on Education. The education of the handicapped is integrated with the general school system.

The Federal Ministry of Education has a special education section under the Division of Schools and Education Services. The administration of special education is decentralized and all states have sections dealing with special education.

There is a joint consultative committee for special education matters, and special education provision guidelines are binding on all bodies providing special education.

SPECIAL EDUCATIONAL POLICY

Schools

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x	x	
Schools in hospitals							
Schools in other institutions					x	x	
Day special schools			x		x	x	
Special classes in regular schools							x
Support teaching in regular class					x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 9,813 pupils (0.4% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. This takes place in selected secondary schools run by the federal administration, which provide models for schools run by the states and by voluntary bodies. Some elements of special education have been introduced into teacher training so that teachers in regular schools can cope with handicapped pupils.

The breakdown of service provision is as follows

State education system	90 %
Other government departments	7%
Voluntary agencies	3%

Pre-school

Pre-school provision takes the form of home teaching programmes, special nursery schools/classes and support in regular nursery schools/classes. There is good provision in most areas for physically handicapped, visual impairment, hearing impairment and language disorders. Other provision is limited.

Post-school

Academic, technical and vocational education is provided both in regular colleges and in special colleges. Vocational training and work preparation is available in employment service provision and in social welfare provision. Coverage is widespread for physical handicap and visual impairment but very limited otherwise.

Services to help bridge the transition from school to adult life include career and job placement counselling by the special education section of the Federal Ministry of Education, transition orientation briefs by special education, assistance with housing and self-employed settlement assistance.

Screening and assessment

Early detection and diagnostic services are established in the capital and in some urban areas. Efforts are being made to expand the services as funds become available, and arrangements for large-scale screening at national level are at an advanced stage.

At school level, the federal and state special education sections run psycho-educational services which assess pupils and recommend placements. Special schools also carry out assessment and placement exercises before admitting pupils. Plans are being made to expand assessment clinics. Parents provide information for the assessment by completing a 'history' form. They are present at the case study conference after which final recommendations are made regarding special educational provision for the child.

Support services

Medical services are available at hospitals and school clinics, nursing services at pre-schools and child clinics, speech therapy for the deaf at special schools, physiotherapy at special schools and hospitals, psychologists and advisers at the School Counselling Units.

Training

Elements of special education are being introduced to teacher training colleges to equip teachers to cope with special needs in regular schools. Also, many regular school teachers can be retrained to work with handicapped pupils. Once they have gained their teacher certificate and some teaching experience (in special or regular schools), they have three options:

a) two-year diploma course at the polytechnic of Kaduna
b) three-year certificate in special education at the Federal College of Education (Special) at Oyo
c) four-year BA degree at the University of Ibadan or the University of Jos.

A limited number of experienced teachers are trained overseas.

Efforts are being made to establish special education technology centres to train workers in maintenance skills to produce simple aids such as ear moulds and to maintain equipment.

FINANCE

Education is financed partly by Government and partly by direct parental contribution. Special education is totally free in some states but not in others. Voluntary agencies which run schools are given reasonable support from the state.

RESEARCH AND DEVELOPMENT

Separate funds are allocated for research and development. The most important current research projects include learning aids for the deaf and mentally retarded, test materials for the gifted and a census of the disabled. Current priorities in curriculum development include the gifted, the mentally retarded and the production of a reading scheme for educationally subnormal pupils.

The main issues concerning the future development of special education are: early intervention: establishing psycho-educational services and diagnostic and assessment clinics; establishing state nursery schools; and building up integration.

NORWAY

SPECIAL EDUCATIONAL POLICY

The overall objective is to provide equal education opportunities for all. Children and young people with handicaps have the right to an education in accordance with their abilities, qualifications and interests. Special education is to be provided in accordance with the principles of normalisation and integration.

LEGISLATION

Education is compulsory for all children without exception from ages 7-16.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. The main Acts are the Comprehensive Education Act 1975 and the Upper Secondary Education Act 1974 which govern ordinary as well as special education. Handicapped children are included in an integral way. Categories of handicap are not defined.

The Ministry of Church and Education is responsible for education. Responsibility for implementing education is held at national, regional and local levels.

ADMINISTRATION/ORGANIZATION

Special education is fully integrated into the general system of education. There is no separate special education system.

SPECIAL EDUCATIONAL POLICY

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							x
Schools in hospitals	x	x	x	x	x	x	x
Schools in other institutions		x					
Day special schools							
Special classes in regular schools		x					
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

For all categories mentioned there are one or a few national centres or state special schools with boarding facilities, but the number of pupils using these facilities on a permanent basis is very small.

There are 3,616 pupils (0.7% of the school age population) enrolled in special educational provision. In addition, there are 16,239 pupils (3.0%) receiving special education in regular schools on an individual basis.

There is a policy of encouraging integration. Integration is a fundamental concept in the Norwegian education system. It has grown out of a longstanding concern for equality of educational opportunities and the educational reforms undertaken to secure such equality. Within this framework the challenge of special education is to provide assistance and intervention as far as possible within the common comprehensive school system. Thus, the regular school is responsible for the education of all children living in the catchment area, and additional resources are provided as required.

Pre-school

Pre-school provision is available in most areas for all categories of handicap. The major form of provision is support in regular nursery schools/classes. Other forms of provision are available but less common.

Post-school

Provision is widely available for all categories of handicap in colleges for young people and special colleges for the disabled. Schools arrange work experience as part of the option programmes provided for all pupils. Within this framework special arrangements and extended programmes may be arranged for young people with handicaps. These are sometimes run in co-operation with the employment service.

Screening and assessment

Early detection is the responsibility of local health centres. Further assessment may be undertaken by special centres. Many children with significant difficulties are first detected in pre-schools.

Schools and authorities are instructed to discuss with parents any recommendations for special education. Parents have to give their written consent before any measures are put into action. Parents are informed about individual programmes and some participate in implementing them.

Support services
The full range of support services is available in both regular and special schools.

Training
Initial teacher training devotes some time to special education. In addition to their general teacher training, teachers specialize in specific subjects; these can include special education and counselling. In-service training for regular teachers include special education topics; a main target at present is upper secondary school teachers.

All special education training is built on top of ordinary teacher training. One year of training in special education is offered by several colleges on a full-time or part-time basis. The Norwegian Post-graduate College of Special Education offers 2 years and up to 4 years of training in the field. This encompasses a general introduction to the field, specialization and research work.

FINANCE
All educational costs (ordinary and special) are financed by the local communes for provision at compulsory school level (7-15) and for special education provided before the age of 7. The counties are financially responsible for upper-secondary education. The state contributes to the cost by a system of general and sector grants which are transferred as yearly lump sums to the communes and counties. Approximately 35% of the running costs of compulsory education is paid by the state and 53% for upper secondary education. Parents make no direct contribution to the cost of education.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research projects relate to organizational aspects, differentiated teaching, two-teacher models of practice, computer assisted teaching/learning, and modular designed curricular plans for older handicapped students.

The main issues concerning the future development of special education relate to the further development of integrated provision especially in upper secondary education, computer technology in special education, and transition from school to working life.

PANAMA

SPECIAL EDUCATIONAL POLICY
The objectives are
- to revise the legal basis for special education
- to define long-term strategies for prevention
- to expand research programmes so as to meet the needs of young people and children with handicaps better
- to set up assessment systems
- to secure better training for professional staff and other personnel
- to find ways of reducing the total cost of provision and place it more within reach of those who need the service.

LEGISLATION

Education is compulsory for all children from ages 6-15. No exclusions are specified.

There is legislation concerning the education of the handicapped, covering the elementary level. This is contained in Law No. 53 (1951) which established the Panama Institute of Special Provision. Four categories of handicap are defined: mental retardation, visual impairment, hearing impairment and cerebral palsy.

Responsibility for education is vested in the Institute of Special Provision. Responsibility for implementing education is held at national level.

A bill submitted to the legislative assembly requests the creation of a National Council for the Welfare of Disabled Persons.

ADMINISTRATION/ORGANIZATION

Special education is organized by the Panama Institute of Special Provision. The Institute is an autonomous body and co-ordinates action where necessary with the Ministry of Education, which is responsible for administering general education. The Institute is the co-ordinating body for special education. It is governed by a board made up of representatives from the Ministries and institutions involved in care for the disabled. It meets at least six times a year.

There is no legal or administrative provision for supervising the work of voluntary agencies.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools							
Schools in hospitals							
Schools in other institutions							
Day special schools		x	x	x	x		
Special classes in regular schools		x		x	x		
Support teaching in regular class		x		x	x		

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 5,235 pupils (1.5% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. It is sought to integrate as many handicapped pupils as possible; approximately two-thirds of those in the care of the Institute for Special Provision are currently integrated.

The breakdown of service provision is as follows:

State education system	0%
Other government departments	98%
Voluntary agencies	2%.

Pre-school

There is good provision widely available for mental retardation, physical handicap, visual impairment and hearing impairment. This takes the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school

There is good provision for mental retardation, visual impairment and hearing impairment. These take the form of courses in colleges for all young people and in special colleges for the disabled. Career services provide vocational guidance throughout the stages from school to working life.

Screening and assessment

Early detection services are provided under the Ministry of Health. Assessment for special education is carried out by a multi-disciplinary team of the Institute of Special Provision made up of specialist doctors, psychologists, social workers, physiotherapists and others. Assessment at the post-school stage takes the form of case conferences with the participation of psychologists, social workers, teachers, directors of schools and occupational therapists. Home guidance officers, who are trained teachers and work with the families of the disabled, participate in both forms of assessment.

Support services

The full range of support services is available to special schools and to regular schools which are providing for handicapped pupils.

Training

The Institute of Further Specialization provides advanced training in special education for those who have a teaching diploma or a university degree. Opportunities for in-service training are also available.

FINANCE

Special educational provision is totally financed by the state. The budget allocated for special education is administered by the Institute of Special Provision. Voluntary associations provide assistance with occasional donations but their contribution is relatively minor.

RESEARCH AND DEVELOPMENT

Separate funds are not allocated for research and development. The most important current research projects are: cost-benefit analysis in special education; effects of diagnosis on those with disabilities; assessment of integration as an educational approach; and assessment of integral teaching.

Curriculum development is the responsibility of the curriculum unit set up in 1979. Curricular guides have been drawn up for pupils with mental retardation, visual impairments and hearing impairments. A draft guide has been prepared for the vocational area.

The main issues concerning the future development of special education are: early intervention; integration; staff training; and vocational education.

PERU

SPECIAL EDUCATIONAL POLICY

Special education enters into the framework of the new conception of education which sees it as an agency of social justice as well as individual enrichment. The priority attaching to the poor and the marginalized must also extend to those with special needs - understood as characteristics not frequently found - who require differentiated educational provision.

The current policy objectives are

- to expand educational provision, giving priority to marginal, urban, rural and mountainous areas
- to promote action for the prevention of disability by communicating the contents of the curricula included in the Educational Programmes for Secondary, Further and Adult Education
- to improve the quality of educational provision by staff preparation, developing adequate technologies and improving the organization of new services
- to design and apply a system of educational assessment in special education
- to strengthen co-ordinated multi-sectoral action concerning prevention, care and integration for those with special needs.
- to promote the participation of those with special needs in sports and leisure activities.
- to promote and support research in the field of special education.

LEGISLATION

Education is compulsory for all children aged 6-12. No exclusions are specified.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. This is contained in the General Law on Education No. 23384 which defines special education as a branch of the national system of education and in a series of regulations which define categories of handicap and set out the characteristics of educational programmes. There are seven categories: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities.

Responsibility for education is vested in the Ministry of Education but is shared with the Ministry of Health. Responsibility for implementing education in general is held at national level; responsibility for implementing legislation concerning special education is held at national and local levels.

A number of significant changes are being proposed with regard to the general system of education. Where the interests of disabled people are concerned, priority will be given to research, detection, treatment, early integration, staff training and the introduction of supplementary legal provisions.

ADMINISTRATION/ORGANIZATION

The national system of education is differentiated by level - initial, primary, secondary, further - and type - children and young people, adults, special, vocational, correspondence. The Department of Special Education is an established branch of the Ministry of Education. It is responsible for guidance, policy, co-ordination, supervision and assessment regarding educational action for the benefit of pupils with special needs.

In addition to the Ministry of Education, the Ministry of Health is responsible for rehabilitation programmes for the physically disabled, and the Ministry of Justice for centres for children and young people with social maladjustment problems. It is proposed to set up a national council for the integration of the handicapped, composed of representatives from all sectors concerned with educational provision for them.

There is a significant number of private institutions providing special education. These must conform to the requirements of the Ministry of Education. They receive state subsidies.

SPECIAL EDUCATIONAL POLICY

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x			x			
Schools in hospitals		x	x				
Schools in other institutions		x					
Day special schools		x		x	x	x	
Special classes in regular schools	x	x			x	x	
Support teaching in regular class				x	x		

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 14,626 pupils enrolled in special educational provision. On the basis of UNESCO education statistics, this represents 0.3% of the school age population.

There is a policy of encouraging integration. There is a growing tendency to establish special educational provision in regular schools. Many physically handicapped pupils attend regular shools. Pupils with hearing or visual impairments often transfer from Special Education Centres to regular schools at age 10.

The breakdown of service provision is as follows:

State education system	81%
Other government departments	3%
Voluntary agencies	16%.

Pre-school

Pre-school provision is widely available for mental retardation, physical handicap and hearing impairment. This takes the form of home teaching programmes, itinerant teaching programmes, special nursery schools/classes and support in regular nursery schools/classes.

Post-school
Provision is well established for emotional disturbance, mental retardation, physical handicap and hearing impairment. Special schools provide vocational training for young people aged 15 and over to prepare them for working life. Efforts have been made under these programmes to incorporate pupils into the workplace.

Screening and assessment
Early detection of handicaps is limited. There are services for specialized diagnosis and early intervention programmes in some areas.

Parents contribute to the assessment process by supplying information requested by professional staff. Programmes have been devised for ensuring that children with disabilities receive support and assistance within the home. Special schools run 'schools for parents' which seek to inform parents on the principle of normalization, support school work and facilitate social integration.

Support services
The full range of support services is available in special schools but not in regular schools.

Training
Most teachers in regular schools have no training in educating pupils with special needs. There are no training courses in special education as such. Some post-graduate specialization is available for specific handicaps - mental retardation, audiology and speech therapy.

FINANCE
Special educational provision is financed by the state. A further substantial contribution comes from international funds, private institutions, parents' associations and community resources. Education is free in state schools. Parents pay for learning materials and uniforms. In private schools, parents pay a monthly fee in addition to buying materials and uniforms.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. Since 1985 the National Institute of Educational Research and Development has had a research unit for special education. Aspects of curriculum development currently receiving attention include programmes for mental retardation, early intervention programmes and pre-school curricula for the deaf and blind.

The main issues concerning the future development of special education are the lack of human and material resources and the low status of special educational provision.

PHILIPPINES

SPECIAL EDUCATIONAL POLICY
Children and young people with disabilities should enjoy the same educational opportunities and privileges as other children.

LEGISLATION

Education is compulsory for all children, including those who are handicapped, from ages 7-13, but enforcement is not strict. Some factors which prevent parents from enrolling their children are abject poverty, poor health due to malnutrition, distance to school and economic reasons.

Special education is included in the general education legislation covering elementary and secondary levels. There is a specific law to promote the education of blind pupils (RA3562). The legislation applies to all categories of handicap but only to the 'educable'. Severely handicapped children who are judged unlikely to profit from education are the responsibility of the Ministry of Social Services and Development. Categories of handicap are not defined in the legislation but eight are in use: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, learning disabilities and gifted.

The Ministry of Education, Culture and Sport is responsible for providing education for each category. In addition, the Ministry of Social Services and Development conducts literacy programmes for the rural blind. The Ministry of Health runs two national hospital schools in conjunction with the Ministry of Education, Culture and Sports. Responsibility for implementing both general and special education is held at national, regional and local levels.

Future developments include establishing an institute for the disabled (legislation has already been introduced) and expanding the special education programme to cover teacher training, preparing materials, research, monitoring and evaluation.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry of Education, Culture and Sports. The Division of Special Education falls within the Bureau of Elementary Education. It is responsible for providing the broad framework for special education, assisting field programmes, providing braille and large-type textbooks and maintaining a balanced educational programme. It is planned to set up special education divisions in the Bureau of Secondary Education and the Bureau of Higher Education. A good deal of administrative and supervisory responsibilities are devolved to regional offices all over the country.

There is close co-ordination between Ministries, and the National Commission concerning disabled persons meets at least once a month.

Some special schools are privately run, although they are supervised by the Ministry of Education, Culture and Sports.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x		x	x		x
Schools in hospitals			x				
Schools in other institutions			x				
Day special schools	x	x	x	x	x		x
Special classes in regular schools	x	x	x	x	x	x	x
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 68,792 pupils (0.9% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. This applies particularly to hearing impaired and visually impaired pupils. The following programmes, arranged from the least to the greatest amount of integration, exist: self-contained classes organized in regular schools where handicapped children can socialize with other children during break times and in extra-curricular activities; self-contained classes with partial integration of handicapped children in subjects such as work integration, art, music and physical education; and enrolment of handicapped children in regular classes with or without support from special education teachers.

The breakdown of service provision is as follows

State education system	85%
Other government departments	2%
Voluntary/private agencies	13%

Pre-school

Provision is limited. It is not a legal provision in the formal educational system, but permits are granted to private institutions for pre-school handicapped children. Public special schools and classes for handicapped children offer pre-school services where staff and facilities are available.

Post-school

Services are limited. There are some vocational training programmes.

Screening and assessment

Hospitals, health clinics and schools are the main agencies that help in the early diagnosis and assessment of handicapped children. Assessment for special education is carried out by school guidance counsellors. Schools discuss with parents their ideas on assessment procedures as well as their evaluation of the programme offered to their child and ask them to make necessary recommendations.

Support services

Medical services are available to regular and special schools, but in greater measure to the latter. Each school has one or more 'speech correctionist' in the absence of qualified speech therapists. Physiotherapy is available only in private special schools and hospital schools. Almost all administrative divisions have guidance and counselling services that include psychological services. Advisory and peripatetic teachers are available but to a limited extent.

Training

The four year Batchelor of Education Degree which prepares intending teachers includes special education as part of guidance and counselling. In-service training opportunities in special education are also available to regular school teachers.

Special education teachers must possess, in addition to basic teacher training, at least 18 units in special education, guidance and/or behavioural sciences. These units can be acquired in a variety of different ways and institutions, over a period of time.

FINANCE

Public special schools are funded by the state. Voluntary organizations do not receive state support but are assisted by international organizations. Parents of children in the public schools contribute to the cost of school supplies, uniforms, materials and so on but the amount is minimal. Parents of children in private special schools have to pay tuition and other fees as well as cost of books and materials.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. Aspects of curriculum development currently receiving attention relate to the visually impaired, hearing impaired, children with behaviour problems and the mentally retarded.

The main issues concerning the future development of special education are: early intervention programmes; teacher training; establishing more residential schools; and continuing education.

POLAND

LEGISLATION

Education is compulsory for all children from ages 7-14. The only exceptions are those who are multiply handicapped; these are the responsibility of the Ministry of Health.

Legislation concerning the education of handicapped children and young people is contained in the 1961 Education Statute governing the education of all children, including those who are handicapped, and a 1984 Regulation concerning the principles of special education. The legislation covers the pre-school, elementary and secondary levels.

Seven categories of handicap are defined in the regulations: emotional disturbance, mental retardation, physical handicap, visual impairment, language disorder and learning disabilities.

The education of all categories is the responsibility of the Ministry of Education and Upbringing. Responsibility for implementing education is held at national, local and regional levels.

Possible future developments include amending the regulations on assessment and ascertainment of children for special education and the establishment of special classes for autistic children.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Department for Special Education and Prevention within the Ministry of Education and Upbringing. This Department is charged with establishing an organizational framework, elaborating principles and regulations concerning the education of handicapped children and young people, co-operating with other Ministries and institutions, and supervising and controlling provision.

There are schools for mentally retarded children and pre-school provisions organized by voluntary bodies. The Ministry of Health and Social Care runs day care centres for severely mentally handicapped children. These initiatives are run in co-operation with the Ministry of Education and Upbringing.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals	x	x	x				
Schools in other institutions	x	x	x	x	x		
Day special schools		x	x		x		
Special classes in regular schools		x	x	x	x	x	x
Support teaching in regular class		x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 135,000 pupils (2.2% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Support teaching is provided for handicapped pupils who attend ordinary classes.

Pre-school

Good provision is established in most places for mental retardation, physical handicap, visual impairment and hearing impairment. This takes the form of home teaching programmes, special nursery schools/classes and regular nursery schools/classes.

Post-school
There is good provision everywhere for all categories of handicap. This is provided in colleges for all young people.

Screening and assessment
The Ministry of Education and Upbringing runs a system of early detection of disabilities. The Ministry of Health also runs a system of local information offices which detect deviations and disorders in children.

Assessment for special education is conducted by multidisciplinary teams.

Parents participate in each form of assessment. They must give their consent for their child to be placed in a special education institution.

Support services
The full range of services is available to both regular and special schools.

Training
Teachers who specialize in special education are educated at the Special Pedagogics College and at Departments of Special Pedagogics of other colleges. Training takes five years. Regular education teachers can extend their knowledge of special education by taking postgraduate courses on special pedagogics.

FINANCE
Special education is financed almost totally by the state. There is some contribution from voluntary organizations. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The main current research project relates to the effectiveness of special education.

The main issues concerning the future development of special education are: developing appropriate forms of educational provision for children for whom special schools have not been organized so far, eg autistic children, children with cerebral palsy and multiply handicapped children; elaborating a system of early detection and intervention; encompassing more homebound children; improving the qualifications of special education staff; improving integrated education; improving medical care and nursing aid in special schools; and improving the standard of buildings and equipment.

RUMANIA

SPECIAL EDUCATIONAL POLICY
The aims are to prevent handicap and to improve the quality of life for handicapped people. The priorities are the early detection of handicap, assessment, establishing rehabilitation programmes, providing jobs, socio-vocational integration of handicapped people and support for their participation in the life of society.

LEGISLATION

Education is compulsory for all children from ages 6-16. No exclusions are specified.

There is legislation governing the education of the handicapped, covering all levels from pre-school to post-school. The basic document is Law 28/1978 relating to education and teaching but there are numerous other laws and decrees as well. Eight categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, language disorders, language disabilities and autism.

Responsibility for implementing education is held at national and regional levels for general education, and at national, regional and local levels for special education.

Developments for the future include a statute for teaching personnel and a syllabus outlining the knowledge and skills to be covered in vocational training.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Ministry of Education. It is organized so as to run parallel to regular education from pre-school education through to third-level education.

There is a Central Committee for the Protection of Minors which meets four times a year.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals	x	x	x				
Schools in other institutions							
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools		x					
Support teaching in regular class	x	x					x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There is a policy of promoting integration. The school guidance services direct children toward regular or special education depending on their handicap and on the possibility of integration. Those attending special schools are assessed annually and can be returned to regular schools depending on the outcome.

The breakdown of service provision is

State education	75%
Other government departments	25%

Pre-school
Pre-school provision is widely available for all categories of handicap. This takes the form of home teaching programmes, itinerant teaching services, special nursery schools/classes and support in regular nursery schools/classes.

Post-school
School provision is widely available for all categories of handicap with the exception of learning disabilities. It takes the form of education in colleges for all young people and in special colleges for the disabled and vocational training. Services to bridge the transition from school to adult life include local employment offices which ensure selective placement in ordinary workplaces, adapted as necessary, and technical and financial support supplied by organizations for the handicapped.

Screening and assessment
Children are medically examined on a monthly basis until age one and then on an annual basis up to age 6. Assessment for special education is carried out by diagnostic committees which can call on a wide range of expertise, according to need. Parents participate in administrative and organizational decisions concerning special education at the quarterly and annual meetings of parents' civic committees.

Support services
The full range of support services is available to special schools. Medical, nursing, physiotherapy and advisory services are available to regular schools.

Training
Teacher training is carried out in colleges and universities. Specialization in special education takes place after a compulsory examination in the third year of training.

FINANCE
Special education along with primary and secondary education is financed by the state. Where children attend residential special schools, a contribution related to parental income must be made toward the costs of boarding.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated to research and development. Current research projects include: rehabilitation of children with neuro-psychomotor handicaps; and rehabilitation of emotionally disturbed children and young people.

Curriculum development is currently in progress regarding the medical, educational, vocational and social rehabilitation of those with visual, auditory or mental handicaps, the emotionally disturbed and those with learning disorders.

The main issues concerning the future development of special education are the implementation of the Programme for Global Action for the Handicapped issued by the United Nations General Assembly in 1982.

SAUDI ARABIA

SPECIAL EDUCATIONAL POLICY

Each child's skills and tendencies should be discovered and developed through suitable activities and education. The child who is handicapped should be raised with an awareness of Islam and of its teaching and morals. The handicapped child should learn to depend, after God, on himself in every aspect of his life whenever possible as well as developing acceptable social behaviour. Each handicapped child should be prepared to become a productive member of society.

LEGISLATION

Education is compulsory for all children, including those who are handicapped, from ages 6-14.

There is legislation concerning the education of handicapped children, covering elementary, secondary and intermediate schools. Details are not given. Three categories of handicap are defined: mental retardation, visual impairment and hearing impairment.

The Ministry of Education is responsible for special education. The Ministry of Labour and Social Affairs is responsible for social and psychological services. Implementing education is the responsibility of national, regional and local administrations for education in general, and of regional and local administrations for special education.

For the future, a developed regulation for special education is under study, and it is hoped to implement it shortly.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Ministry of Education. The Section for Special Education reports directly to the Deputy Minister. Recent reforms have had the effect of setting up regional offices to administer and supervise education in each district.

There is no special educational provision provided by voluntary bodies.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools				x			
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

The questionnaire quotes 2,000 pupils as enrolled in special education, equivalent to 0.3% of the school age population.

There is no policy of encouraging integration.

Pre-school
No provision.

Post-school
Provision is very limited.

Screening and sssessment
There is no provision for the early detection of disabilities.

Support services
Medical and nursing services are available to both regular and special schools. Other services are available to special schools.

Training
Special education teachers are recruited from qualified teachers who have at least three years' teaching experience. They are enrolled in training courses which last between six months and two years, provided in Saudi Arabia or abroad. Some in-service courses are also available.

FINANCE
Special education is financed totally by the state. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. Current research projects include services for partially sighted pupils and developing scientific and mathematical symbols for computerized braille printing machines.

The main issues concerning the future development of special education are: integration; extending special education services to areas not currently served; and vocational training.

Note
It is worth mentioning that each handicapped child and youth receives a monthly allowance throughout his study and each blind student in the university has a monthly allowance equal to the salary that their colleagues of the general secondary education certificate get out of their jobs in order to encourage them to continue in their university studies.

SENEGAL

SPECIAL EDUCATIONAL POLICY
Handicapped people should have the same opportunities as others to participate in education and develop their abilities, personal judgement and sense of moral and social responsibility, with a view to becoming active and useful members of society.

LEGISLATION

Education is compulsory for children aged from 6-12. Certain categories of handicapped children are excluded from the educational system: the mentally handicapped; those with cerebral palsy; the multi-handicapped; the emotionally disturbed; and those with language disorders. Some provision is available for them in special schools run by voluntary organisations.

There is no legislation specific to the education of the handicapped, nor are categories of handicap defined formally. However, the National Education Law does in principle include handicapped children in its recognition of 'the right of all human beings to receive instruction and education in accordance with their abilities'. (This law applies to pre-school, elementary and secondary school levels.)

The Ministry of National Education is responsible for special education. Responsibility for implementing both general and special education is held at national level.

For the future, the state seeks to develop new provision for total integration, if possible, through liaison between the different structures in the regular school situation, with similar steps being taken to cater for the social interests and needs of handicapped persons.

ADMINISTRATION/ORGANIZATION

Special education is the responsibility of the Ministry for National Education. The Division of Special Education is part of the Directorate for Primary Education and has sections respectively for sensory handicaps, physical handicaps and mental handicaps.

SPECIAL EDUCATIONAL PROVISION

The forms of provision currently available are shown in the table

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x			
Schools in hospitals		x					
Schools in other institutions							
Day special schools		x					
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 800 pupils (0.1% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. This applies particularly to visually impaired and physically handicapped pupils. Also, the approach of the New School is to encourage integrating handicapped children and young people into regular schools.

The breakdown of service provision is

State education	60%
Voluntary agencies	40%.

Pre-school
Services are very limited.

Post-school
No provision.

Screening and assessment
There are no proper procedures for early detection of handicap. There are no official procedures for assessing special educational needs. Parents are not involved.

Support services
There are no support services in regular schools. Special schools have medical and nursing services and social assistance.

Training
Teachers in regular schools receive no pre-service or in-service training in special needs. Some teachers in special schools receive training abroad.

FINANCE
Special education is financed by the state with support from non-governmental agencies, international bodies, other countries and voluntary bodies. Parents do not contribute directly

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development.

The main issues concerning the future development of special education are: early detection; curricula for special education; legislation; and vocational training.

SRI LANKA

SPECIAL EDUCATIONAL POLICY
Mainstreaming of disabled children is accepted policy, but the traditional special school system will continue in existence.

LEGISLATION
Education is compulsory for all children aged from 5-14. No exclusions are specified.

There is legislation concerning the education of the handicapped, covering elementary level. This empowers the Minister of Education to establish special schools and to provide for integrated education. Four categories of handicap are defined: mental retardation, physical handicap, visual impairment and hearing impairment.

Responsibility for education rests with the Ministry of Education. Responsibility for implementing education is held at national level.

For the future it is planned to update the existing code of regulations governing special schools.

ADMINISTRATION/ORGANIZATION

Special education is organized under the Ministry of Education, as part of the Curriculum Development and Teacher Education Division.

There is an inter-departmental advisory committee on special education with representatives from Education, Health, Social Services and voluntary organizations.

Where special education is provided by voluntary organizations, the Ministry of Education is responsible for enforcing curricular requirements and age of admission.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals			x				
Schools in other institutions		x					
Day special schools		x					
Special classes in regular schools		x		x	x		x
Support teaching in regular class	x	x	x	x		x	x

* (i) Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 24,447 pupils (0.8% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. All visually handicapped children are integrated from the age of 4. Hearing impaired children are integrated as fully as their communication skills allow. Physically handicapped children within the normal school system are fully integrated in the regular classes.

The breakdown of service provision is as follows:

State education system	81%
Other government departments	15%
Voluntary agencies	4%

Pre-school

Pre-school provision is best developed for visually impaired pupils, who receive home teaching programmes as well as placements in special nursery schools. Services for other groups are limited, usually consisting of early admission to special schools.

Post-school

Post-school provision is limited. There are facilities for higher education for selected young people with handicaps. There are a few vocational training centres.

Screening and assessment

In a few districts early intervention programmes are being carried out on a systematic basis: volunteers report suspected cases of disability which are then screened by medical and educational personnel, with appropriate remedial action then being taken. In most districts, such services are only available on a random basis.

Assessment for special education is conducted by a multidisciplinary team, with input from teachers, medical and paramedical personnel and from parents. Parents are consulted about the type of service to be provided for their child.

Support services

Medical services, speech therapy and advisory services are available to both regular and special schools. Physiotherapy is only available to special schools.

Training

The curriculum for teacher training has a component on special education. There is a two year course of training available for intending special education teachers. This provides specialization in one of visual handicap, hearing impairment and mental retardation. This is intended for untrained teachers. In-service training courses are also available.

FINANCE

The Ministry of Education meets all the financial commitments of special education. There are a few scattered services organized by voluntary organizations which do not receive any state assistance. Parents do not contribute directly to the cost of their children's education, though voluntary contributions are accepted.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. The most important current research project is a pilot survey of handicapped children in schools and the community.

The main issues concerning the future development of special education are: early intervention; vocational training; pre-vocational training; and the provision of facilities in higher education.

Note

The pattern developed in special education in developed countries will not necessarily be the system that should grow in developing countries. Social, cultural and economic variations may result in local patterns of development of special education in keeping with the broad outlines of the UNESCO and other UN agencies. Therefore, each developing country has to develop their services based on their own local conditions.

SWEDEN

SPECIAL EDUCATIONAL POLICY

The aim is to make educational provision for all children according to need within the framework of a common school. Schools have therefore to change and to receive extensive support if pupils with special needs are to receive an adequate education.

LEGISLATION

Education is compulsory for all children without exception from ages 7-16. Those who are profoundly deaf or mentally retarded attend for an extra year, to age 17.

There is no separate legislation governing the education of handicapped children, since they are presumed to be included in the legislation for ordinary schools. There are special regulations concerning schools for mentally retarded and profoundly deaf pupils but these follow and are included in the ordinary Education Act. This legislation covers all levels from pre-school to post-school. Categories of handicap are not defined in the legislation.

All educational provision is the responsibility of the Ministry of Education. Responsibility for implementing education is held at local level.

For the future, a commission is investigating the feasibility of developing a law to support families of handicapped children.

ADMINISTRATION/ORGANIZATION

Education is the responsibility of the Ministry of Education and is administered by the National Board of Education at national level, by county education committees at regional level and by municipal school boards at local level. Special education is an integral part of the general education system. Indeed, legislation, the curriculum and schooling arrangements are such as to make the distinction between special and regular education irrelevant.

There is no voluntary provision.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools					x		
Schools in hospitals	Available for all children in hospital						
Schools in other institutions							
Day special schools							
Special classes in regular schools	x	x	x	x	x		x
Support teaching in regular class	x	x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

It is not possible to say how many pupils are enrolled in special educational provision since there are no strict boundaries between regular education and special education.

There is a policy of encouraging integration in the sense that the common school is for all, and if a child needs to be educated elsewhere this must be justified: integration or education in common is presumed to be the natural state of affairs, and segregation a deviation from it. The majority of pupils with special educational needs are taught in ordinary schools and in ordinary classes. There are some special classes in ordinary schools for severely physically handicapped pupils and for hearing impaired pupils.

Pre-school
There is good provision everywhere for all categories of handicap. This takes the form of home teaching programmes, itinerant teaching services and support in regular nursery schools/classes.

Post-school
There is good provision everywhere for all categories of handicap. This takes the form of courses in colleges for all young people, special colleges for the profoundly deaf and mentally retarded, and employment service provision.

Screening and assessment
Early detection is done by means of regular check-ups at hospitals and child health centres.

Assessment for special education is done by parents, consultants, pre-school teachers, psychologists and if need be doctors. Parents are always involved in any assessment and decisions.

Support services
The full range of support services is available in both regular and special schools. Physiotherapy is available only in special schools.

Training
Basic teacher training includes about 10 weeks' study relating to teaching pupils with special educational needs.

Special education teachers are recruited from trained teachers who have taught for at least three years. They must follow a course ranging in length from one to two years.

FINANCE
All public education is free of charge. The costs are divided in approximately equal measure between the state and the municipalities. State grants are divided into two parts: basic resources, related to the number of pupils; and special resources geared to local priorities and needs. Parents make no direct contribution.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development in special education since these are included in general support for research and development in education. The most important current research projects relate to: integration of mentally retarded pupils; deaf-blind pupils and their needs; psychotic children and their schooling; and support for the participation of handicapped children in ordinary classes.

The emphasis in curriculum development is to develop a curriculum that can be used for all children.

The main issues concerning the future development of special education are: strengthening different support systems; finding critical factors that hamper the active participation of handicapped children in regular schools; developing working methods; and strengthening the understanding of special education in all teachers.

SYRIA

SPECIAL EDUCATIONAL POLICY

The objectives are to increase the level of services and spread them across different parts of the country.

LEGISLATION

Education is compulsory for children from ages 6-11. Multiply and severely handicapped children are excluded.

There is legislation concerning the education of the handicapped covering elementary, secondary and post-school levels. This is contained in Decree 54/1970 for the rehabilitation of the disabled, Decree 40/1970 for establishing centres for the deaf and Decree 144/1985 for establishing a model centre for the rehabilitation of the blind. Four categories of handicap are defined: emotional disturbance, mental retardation, physical handicap and visual impairment.

Responsibility for special education is vested in the Ministry of Social Affairs and Labour in co-operation with the Ministry of Education. Responsibility for implementing education is held at national and local levels.

ADMINISTRATION/ORGANIZATION

General education is the responsibility of the Ministry of Education. Special education is the responsibility of the Ministry of Social Affairs and Labour. The Ministry of Education does co-operate however by providing teachers for special schools, providing some school buildings for special purposes and participating in joint committees for the development of special curricula. The Ministry of Education plans to set up a special education department when the necessary resources are available.

The state gives financial support to voluntary organizations providing special education. It also supervises them.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Schools in hospitals							
Schools in other institutions		x	x	x	x		
Day special schools		x	x	x	x		
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 1,584 pupils (0.1% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration, and some early steps are being taken, particularly in respect of pupils with hearing and visual impairments.

Pre-school
Services are very limited and take the form of special nursery schools/classes.

Post-school
Provision is available for physical handicap, visual impairment and hearing impairment. This takes the form of courses in colleges for all young people. Social workers and job placement officers assist in bridging the transition from school to adult life.

Screening and assessment
Early detection is done through health centres and school clinics.

Support services
Medical and psychological services are available to regular and special schools. Speech therapy and physiotherapy is available to special schools. Regular schools have advisory teachers.

Training
There are in-service courses available in special education, also fellowships and study visits abroad.

FINANCE
Special education is financed from the national budget and via voluntary organizations. Parents do not contribute directly.

RESEARCH AND DEVELOPMENT
Separate national funds are allocated for research and development. Current research projects include early identification and employment possibilities for blind and mentally handicapped people. Curriculum development currently receiving attention relates to mentally retarded children and programmes for vocational training and rehabilitation.

The main issues concerning the future development of special education relate to early identification, early intervention, integration, personnel training and the provision of technical aids.

THAILAND

SPECIAL EDUCATIONAL POLICY
Special education must be provided for all those who need it, either in a special institute or in an ordinary school.

LEGISLATION
Education is compulsory for children from ages 7-15. No exclusions are specified.

There is legislation concerning the education of the handicapped, covering elementary level. The basic document is the National Education Scheme 1977 which sets out the state's obligation to provide special education for those who need it. Categories of handicap are not defined. Responsibility for implementing education is held at national level.

A Rehabilitation Act has been redrafted since 1977. This is in the process of consideration.

ADMINISTRATION/ORGANIZATION

Special education is administered by the Special Education Division of the Ministry of Education.

The Department of General Education (Ministry of Education) co-operates with the Department of Social Welfare (Ministry of the Interior) to provide some special education services in child welfare centres and a home for physically handicapped children. Co-operation between the two Departments is going well without a co-ordination agency.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x	x	
Schools in hospitals	x	x	x				
Schools in other institutions		x		x	x		x
Day special schools		x	x		x	x	
Special classes in regular schools		x		x	x	x	x
Support teaching in regular class				x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 3,924 pupils (0.04% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Slow learners (IQ 70-90) attend special classes in regular schools. Some blind children are integrated into ordinary classes. Experimental classes are being provided for partially hearing children in some schools.

The breakdown of service provision is as follows

State education system	82%
Other government departments	18%

Pre-school

There is good provision, in the form of special nursery schools/classes, for visual impairment, hearing impairment, language disorders and learning disabilities. Provision for other handicaps is limited.

Post-school

There is good provision in most areas, in the form of placements in colleges for all young people, for physical handicap, visual impairment, hearing impairment, language disorders and learning disabilities. There is a vocational training centre for blind males.

Screening and assessment

Early detection is done by hospitals and health centres.

Assessment for special education originates with the classroom teacher who may refer a child on to psychologists, therapists and others.

Support services
A wide range of services are available to regular schools and special schools. Physiotherapy is only available to special schools. Peripatetic teachers are only available to regular schools.

Training
Special education teachers are now required to have a special education qualification.

FINANCE
Parents contribute to the cost of their children's education in regular schools but not in special schools.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. Current research projects are concerned with methodology and the teaching/learning process.

The main issue concerning the future development of special education is the development of integrated programmes for all types of handicapped pupils.

TUNISIA

SPECIAL EDUCATIONAL POLICY
The aims are to enable handicapped people to benefit from education, rehabilitation, vocational training and social security, and to facilitate their integration into society.

LEGISLATION
Education is not compulsory.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. The basic document is Law No. 81-46 which established systems for the detection and prevention of handicap and for the education and vocational training of the handicapped. Five categories of handicap are defined: mental retardation, physical handicap, visual impairment, hearing impairment and language disorders. Responsibility for implementing education is held at national and regional levels.

Developments over the next few years will concentrate on the sections of Law 81-46 dealing with education, rehabilitation and vocational integration.

ADMINISTRATION/ORGANIZATION
General education is the responsibility of the Ministry of Education and Scientific Research. Each level - primary, secondary, third level - has a central sub-division and regional structures. Pre-school education is the responsibility of the Ministry of Youth and Sports. Special education is the responsibility of the Ministry of Social Affairs; through the Directorate for Social Development, it provides services for the social advancement and rehabilitation of the handicapped. Voluntary organizations providing special education are subject to government regulations and supervision. They must present a report at the end of each year outlining their activities over the year and a plan for the following year.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools				x	x		
Schools in hospitals			x				
Schools in other institutions					x		
Day special schools		x		x	x		
Special classes in regular schools					x		
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 3,420 pupils (0.2% of the school age population) enrolled in special education.

There is a policy of encouraging integration. Most physically handicapped pupils and some hearing impaired pupils are integrated into ordinary schools.

Pre-school

Pre-school provision is limited. When available, it takes the form of special nursery schools/classes.

Post-school

Provision is limited. There are some state programmes to arrange job placements for handicapped people. Social workers also give guidance and monitor their progress.

Screening and assessment

Parents are encouraged to register their child's handicap by making benefits conditional on registration. Registration is compulsory in the case of blindness. Pre-school centres provide an early diagnosis service.

Support services

Medical and nursing services are available in both regular and special schools. Speech therapy, physiotherapy and psychological services are available on the same basis as educational activities in special schools. Advisors are available to both regular and special schools.

Training

Basic teacher training has very limited coverage of special educational needs.

Special education teachers are either primary teachers or technical instructors who are recruited directly by special schools and given on-the-job training. There are short courses organized by the Institute for the Advancement of the Handicapped. Some teachers go on courses abroad.

FINANCE
Apart from the Rehabilitation Centre for the Mildly Mentally Handicapped which is a state school, special education is provided by organizations which are mainly financed by the state and by local communities.

RESEARCH AND DEVELOPMENT
There are separate national funds allocated for research and development. Current research projects include: standardizing the programmes for each category of handicap; and introducing psychomotor rehabilitation for all categories of handicap.

The main issues concerning the future development of special education are : legal matters - there are no regulations relating to special schools; technical issues; and specialist staff.

UGANDA

LEGISLATION
Education is available from age 6 but is not compulsory. It depends on the parents' capacity to send a child to school.

There is legislation concerning the education of handicapped children, at the elementary level. This states that all handicapped children are entitled to education. Legislation was introduced first for the blind (1969) and subsequently extended to other disabilities (1986). Responsibility for implementing education is held at national, provincial and local levels.

For the future, it is intended to make primary education universal and to include handicapped children in that.

ADMINISTRATION/ORGANIZATION
There is a Special Education Section within the Ministry of Education staffed by three education officers for special education.

All officers concerned with the disabled in various ministries do meet. In the last year there were two meetings.

Where voluntary organizations provide special education, the ministries provide teachers and other personnel.

SPECIAL EDUCATIONAL PROVISION
School
The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x						
Schools in hospitals	x						
Schools in other institutions	x						
Day special schools	x	x					
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

The number of pupils enrolled in special education provision is 780. Exact figures on the total number of pupils in school are not available, but if UNESCO statistics are taken, this represents about 0.04% of the school age population.

There is a policy of encouraging integration.

The breakdown of service provision is as follows:

State education system	10 %
Other government departments	5 %
Voluntary agencies	85 %

Pre-school

There are a few, very limited services for handicapped children. These take the form of special nursery schools or support in regular nursery schools/classes.

Post-school

There is very limited provision. There are a few vocational training centres for the physically handicapped run by the Ministry of Rehabilitation but they can offer very little on account of the lack of materials and equipment.

Screening and assessment

Early detection is done if children go to hospital. A few parents are able to assess their child's disability if they are experienced mothers.

Assessment during school is done by teachers who have special training.

Support services

Support services are very limited and available to only a few special schools. Transport difficulties are a major limitation. There is only one speech therapist in the country.

Training

Teachers must be qualified in general education before they specialize in special education. There are some seminars and workshops for in-service training.

FINANCE

Most special schools were started on a voluntary basis. The government pays teachers' salaries and about 10% of the running costs.

The Government offers assistance to the disabled in higher learning institutions, especially teacher training colleges.

Parents contribute directly to the cost of their children's education in both regular and special schools: school fees, building fees, and money for school materials, lunches and so on.

RESEARCH AND DEVELOPMENT

A research and development fund has been agreed for 1987/8. This is intended to cover early intervention programmes, pre-school facilities, vocational training centres and assessment centres. The most important current research project is in the field of mental handicap.

URUGUAY

SPECIAL EDUCATIONAL PROVISION
The objective is to provide care for children and young people with disabilities and problems of adjustment.

LEGISLATION
Education is compulsory for children aged 6-15. No exclusions are specified. There is no legislation governing special education. Responsibility for implementing education is held at national level.

ADMINISTRATION/ORGANIZATION
Education is the responsibility of the National Administration of Public Education within the Ministry of Education and Culture which is responsible for primary education, secondary education and technical education. The Council for Primary Education is responsible for special education.

SPECIAL EDUCATIONAL PROVISION

Schools

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x			
Schools in hospitals	x						
Schools in other institutions				x			
Day special schools	x	x	x	x	x		x
Special classes in regular schools		x			x		
Support teaching in regular class		x				x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

Regarding integration, the Council for Primary Education has set up a pilot experiment in 10 schools to foster integration.

Pre-school

Services are limited.

Post-school

Provision is widely available in most areas for most handicaps. This is in colleges for all young people and in some special institutions.

Screening and assessment

Initial detection is by doctors. Assessment for special education is the responsibility of the Diagnosis and Guidance Department which has multidisciplinary teams. It is planned that parents will participate in these teams from 1987.

Support services

A full range of support services is available in special schools but not in regular schools.

Training

The Teacher Training Institute offers four year courses for teaching at the primary level. Specialized courses are available in respect of the blind, deaf, mentally retarded, those with problems of maladjustment and learning problems.

FINANCE

Special educational provision is financed from the national budget. Voluntary organizations are exempt from taxes and some have teachers' salaries paid. Parents make voluntary contributions.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. There is a current research project on the use of written language by mentally retarded children. Aspects of curriculum development currently receiving attention include the development of speech and writing.

The main issues concerning the future development of special education include: extending early intervention programmes; obstacles to integration in regular schools and the community; and the extension of vocational preparation for handicapped adults.

VENEZUELA

SPECIAL EDUCATIONAL POLICY

The objectives are to equip individuals with special needs in a way that will enable them to attain personal fulfilment and enjoyment of life, and will facilitate their participation in the activities of the social environment and prepare them for personal independence, socialization and working life.

LEGISLATION

Education is compulsory for all children without exception from ages 7-15.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. This is contained in the Organic Law on Education 1980. Categories of handicap are not defined. Responsibility for implementing education is held at national level.

A draft Bill on the integration of the disabled was evolved in 1981 within the framework of the International Year of the Disabled Person. It is currently under revision.

ADMINISTRATION/ORGANIZATION

The Department of Special Education is administratively part of the Ministry of Education. A Foundation for the Development of Special Education was set up in 1977 to cover all public and private organizations responsible for special educational provision. Its Board of Directors meets once a month.

The Ministry of Education periodically inspects both the public and private sectors.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x					
Schools in hospitals			x				
Schools in other institutions		x					
Day special schools	x						
Special classes in regular schools						x	x
Support teaching in regular class				x	x		x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 110,605 pupils (2.9% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration. Children with learning difficulties or mild mental retardation attend regular schools with regular support from specialist teachers and other professional staff as necessary. There is a programme of social integration which comprises three sub-programmes: itinerant teams; parents schools; and sport and recreation.

Pre-school

There are some services: home teaching programmes, itinerant teaching services and special nursery schools/classes.

Post-school

Provision is widely available for most handicapping conditions in colleges for all young people and special colleges for the disabled. Pupils with special needs are incorporated into vocational workshops where they are trained for a specific area of activity.

Screening and assessment

Child Development Centres operate within or in close contact with the maternity sections in state hospitals for purposes of early detection. Assessment for special education is also done through the Child Development Centres who are staffed to carry out multidisciplinary assessments.

Parents participate in diagnosis and assessment. There is also a personalized teaching programme where parents intervene actively. Parent participation in all the activities organized in schools is encouraged.

Support services

Medical, nursing and psychological services are available in both regular and special schools. Speech therapy is available in special schools. Physiotherapy is only available in the Child Development Centres. Advisory teachers are available to both regular and special schools.

Training

Specialized three year training courses are available for special education teachers. These cover mental retardation, learning difficulties and emotional disturbance. There is also a course for teachers specializing in the education of deaf children and speech therapy.

FINANCE

Education is financed by the state. Parents contribute toward minor expenses.

RESEARCH AND DEVELOPMENT

Separate national funds are not allocated for research and development. Current research projects include research in reading and epidemiological genetics. Current curriculum development is in the area of mental retardation.

YUGOSLAVIA

SPECIAL EDUCATIONAL POLICY

Special education, adapted to individual capacities and limitations, should be provided for all handicapped children and young people from as early as possible.

LEGISLATION

Education is compulsory for all children from ages 7-15. In some regions (Republics) children with severe mental handicap are excluded from education. Certain children deemed to be eligible for education are in practice excluded from it because of the lack of adequate staff. This is especially true for the more severe cases of cerebral palsy, autism and moderate mental handicap.

There is legislation concerning the education of handicapped children, covering pre-school, elementary and secondary levels. This is contained in the basic laws on general education and in special laws relating to the handicapped. Six categories of handicap are defined: mental retardation, physical handicap, visual impairment, hearing impairment, language disorders and autistic disorders. The details of the legislation, along with the nature of the educational provision made, vary between regions.

Responsibility for education is vested in the Ministry of Education. Responsibility for implementing education is held at regional level.

Legislation passed in one of the Republics (Croatia) in 1984 says that it will be compulsory to determine the educational requirements of handicapped children and that integration into regular schools will be the basic form of education for them.

ADMINISTRATION/ORGANIZATION

The administrative structure of special education is not unified for the entire country. Policy and administrative decisions are taken at regional level.
Voluntary organizations are not involved in providing education.

SPECIAL EDUCATIONAL PROVISION

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x		x	x		
Schools in hospitals			x				
Schools in other institutions							
Day special schools		x		x	x		
Special classes in regular schools		x			x		
Support teaching in regular class		x			x		

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 25,321 pupils (0.9% of the school age population) enrolled in special educational provision.

There is a policy of encouraging integration, but only in the more developed regions. In Slovenia it is widely implemented at all levels of education. In Serbia experimental models of integration are being developed. Many children attend regular schools but without support.

All services are provided by the state education system.

Pre-school

Pre-school services are limited. Where available, they take the form of special nursery schools/classes and support in regular nursery schools/classes.

Post-school

Post-school provision is confined to young people with physical handicaps or visual impairment. It is provided in colleges for all young people. Services to bridge the transition from school to adult life are best developed in Slovenia, where the majority of young handicapped people are given training and integrated in the labour market. There are specially trained professionals to promote their employment.

Screening and assessment

Early detection is usually the responsibility of health centres. Assessment for special education is conducted either through teacher observation in collaboration with other colleagues or through a classification procedure during school enrolment.

Parents contribute information to the assessment process. They have the right not to accept the decision that their child should be enrolled in a special school.

Support services

In the more developed parts of the country, the majority of the schools have a medical doctor or a nurse, a speech therapist, a pedagogue and a psychologist.

Training

Teachers in regular schools are obliged by law to undergo in-service training for work with handicapped children. Special education teachers receive special training.

FINANCE

The costs of education are met by the state. Parents do not make any direct contribution.

RESEARCH AND DEVELOPMENT

Separate funds are not allocated for research and development. The most important research project under way (1986-1991) is on the integration of handicapped children in regular schools at primary level. An aspect of curriculum development currently receiving attention is the adaptation of programmes for handicapped pupils.

Issues concerning the future development of special education include: early rehabilitation; establishing an information system on activities in the field; and setting up co-ordination between existing centres.

ZAIRE

SPECIAL EDUCATIONAL POLICY

The objectives are: to strengthen the child through specific physical exercises, to promote confidence through socialization at school, to provide appropriate vocational training and to integrate pupils into ordinary education if possible.

LEGISLATION

Education is compulsory for all children including the handicapped from ages 6-12.

There is legislation concerning the education of the handicapped, covering all levels from pre-school to post-school. Five categories of handicap are defined: emotional disturbance, mental retardation, physical handicap, visual impairment and hearing impairment. Responsibility for implementing education is held at national level.

For the future, a reform of special education is planned. There is a draft law concerning the orgnization of special education.

ADMINISTRATION/ORGANIZATION

Special education is handled administratively within the Ministry of National Education.

Where voluntary organizations provide special education, the state sanctions staff appointments and conducts educational inspections.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x		
Schools in hospitals							
Schools in other institutions							
Day special schools	x	x	x	x	x		
Special classes in regular schools							
Support teaching in regular class							

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There is a policy of encouraging integration although there is no specific provision.

The breakdown of service provision is approximately 60% by the state and 40% by voluntary organizations.

Pre-school
Pre-school provision is limited.

Post-school
Post-school provision is confined to those with physical handicaps. Social Services are responsible for co-ordinating provision and assisting young people into further education or employment.

Screening and assessment
University clinics provide systematic detection and diagnosis. Assessment for special education is looked at first by medical centres and then by psycho-educational services. Parents are informed of the results of assessments.

Support services
Special schools have the full range of services available to them. Regular schools have medical and nursing services for first aid. They have some psychological and advisory services for assessment and guidance.

Training
Basic teacher training includes extensive components on difficult and 'special children'. There are also relevant in-service courses.

Teachers with six years' teaching experience are recruited for training in special education. This is provided in special centres and is certificated. A centre has just been opened for providing in-service courses for teachers of special education.

FINANCE
Special education services are financed in several ways. In state schools, the state pays the salaries and running costs. Private schools are financed by private individuals and voluntary organizations but have salaries paid by the state. Parents also contribute toward running costs.

RESEARCH AND DEVELOPMENT
There are separate national funds allocated for research and development.

The main issues concerning the future development of special education are: management structures which are not standardized; shortage of adequate trained personnel; and lack of co-ordination between the different bodies involved in educating the handicapped.

ZAMBIA

SPECIAL EDUCATIONAL POLICY

All children whether handicapped or not have a right to education either by full-time or part-time study. Where physical facilities are available, disabled children should be integrated into regular schools.

LEGISLATION

Education is compulsory for all children, including those who are handicapped, from ages 7-15.

There is legislation concerning the education of handicapped pupils, covering all levels from pre-school to post-school. This gives them the same rights to basic and further education as other pupils. Since they are a special case, there must be 'positive discrimination in their favour in the provision of facilities and amenities for educational purposes'. This applies to all categories of handicap, and no pupils are excluded from the public education system so long as they are able to cope. Those with severe handicaps can go to special schools until they are ready to join public schools.

The legislation defines eight categories of handicap: emotional disturbance, mental retardation, physical handicap, visual impairment, hearing impairment, learning disorders, learning disabilities and leprosy.

The Ministry of General Education and Culture is responsible for educational provision. The Ministry of Higher Education is responsible for training after school, and the Ministry of Labour and Social Services for the provision of employment, rehabilitation and training. Responsibility for implementing education for both general and special education is shared between national, regional and local administrations.

No new legislation is being developed at the moment.

ADMINISTRATION/ORGANIZATION

Special education is administratively part of the Ministry of General Education and Culture and is organized in the same way as general education, with responsibilities devolving successively from the Ministry through the regions and on to the districts.

There is an inter-ministerial committee consisting of representatives from Education, Health, Labour and Social Services. This meets monthly.

Special schools run by voluntary organizations are subject to inspection by government inspectors of schools.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are shown in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Schools in hospitals		x	x				
Schools in other institutions		x	x	x	x	x	x
Day special schools		x	x	x	x	x	x
Special classes in regular schools		x	x	x	x	x	x
Support teaching in regular class		x	x	x	x	x	x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are 2,548 pupils (0.1% of the school age population, by reference to UNESCO statistics) enrolled in special educational provision.

There is a policy of encouraging integration.

Pre-school
Good provision is widely available for physical handicap, visual impairment, language disorders and language disabilities. This takes the form of itinerant teaching services and special nursery schools/classes.

Post-school
Provision is limited. Vocational skills are taught in all schools.

Screening and assessment
Detection depends on parents presenting their child to inspectors of schools. Assessment for special education involves teachers, medical personnel, psychologists and parents.

Support services
Medical and nursing services are available in both regular and special schools. Speech therapy and physiotherapy are available in some special schools. Psychological services are available in hospitals.

Training
It is planned to introduce components on special educational needs into basic teacher training.

Training for special education is provided by the College for Special Education, which runs a one year course for trained teachers with five years' experience.

FINANCE
Special schools are financed by the government but also by funds from voluntary agencies and other countries. Parents contribute to the running of schools also. Parents do not pay boarding fees in respect of handicapped children.

RESEARCH AND DEVELOPMENT
Separate national funds are not allocated for research and development. The most important current research project is a census to ascertain the number of disabled children in the country. Curriculum development receiving attention at the moment relates to activities for daily living, speech programmes, including sign language for the deaf, and total communication.

The main issues concerning the future development of special education are early intevention programmes and the integration of pupils into schools and training institutions.

ZIMBABWE

SPECIAL EDUCATIONAL POLICY

The aims of special education are

- to provide an adequate education to handicapped children within the regular system
- to develop teacher training facilities
- to develop resources to enhance the prevention of handicaps, promote early detection and public awareness of handicaps, and support rehabilitative measures.
- to assist non-governmental organisations
- to provide degree courses at university level
- to develop assessment instruments.

LEGISLATION

Education is compulsory for children from ages 7-15.

There is no legislation concerning the education of handicapped children. Responsibility for implementing education in general is held at national, regional and local levels; responsibility for implementing special education is held at national level.

No new legislation is under consideration.

ADMINISTRATION/ORGANIZATION

Administrative responsibility for special education lies with the Unit for Schools Psychological Services and Special Education within the Ministry of Education and Culture. This is headed by the chief educational psychologist, and there is an education officer for special education. There are four administrative offices covering the eight educational regions, each headed by a senior educational psychologist responsible for psychologists, education officers (special education), remedial tutors, speech therapists and research assistants.

The Ministry of Education assists and co-ordinates programmes in non-government institutions in terms of funding, staffing, policy implementation and monitoring.

SPECIAL EDUCATIONAL PROVISION

School

The forms of provision currently available for each kind of handicap are given in the table.

*	i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Schools in hospitals		x					
Schools in other institutions							x
Day special schools		x	x	x	x		x
Special classes in regular schools							x
Support teaching in regular class							x

* (i)Emotional disturbance, (ii) Mental retardation, (iii) physical handicap (iv) Visual impairment, (v) Hearing impairment, (vi) Language disorders (vii) Learning disabilities.

There are about 4,000 pupils enrolled in special educational provision. (On the basis of UNESCO education statistics this would correspond to approximately 0.2% of the school age population.)

There is a policy of encouraging integration, especially as regards pupils with visual handicaps and some pupils with physical handicaps and mental handicaps.

The breakdown of service provision is as follows

State education system	20%
Voluntary agencies	80%

Pre-school

Pre-school services are widely available for pupils with visual handicap but limited otherwise. Where available they take the form of home teaching programmes, especially in rural areas, and special nursery schools/classes.

Post-school

There is good post-school provision for pupils with physical handicaps and visual handicaps but provision otherwise is limited. Guidance and counselling services are available in many of the secondary schools. Employment advice is available to school leavers through the Ministry of Labour, Manpower Planning and Social Welfare.

Screening and assessment

Early detection is carried out in programmes under the aegis of the Ministry of Health and the Ministry of Community Development and Women's Affairs. Assessment for special education is done initially by doctors and clinical psychologists and at school level by referral to the schools Psychological Services and Special Education Unit. Multidisciplinary assessment teams are available.

Support services

Medical services are available only to special schools. Nursing services are widely available in regular and special schools. The Schools Psychological Services and Special Education Unit provides psychologists, speech therapists, remedial tutors and special education officers to both regular and special schools. Physiotherapy is available only to special schools.

Training

A teacher training programme for teachers of handicapped children was launched in 1983. Entry to the course requires a teacher training certificate plus experience of work at an institution for children with special needs.

FINANCE

Special education is financed in the same way as regular education. The state pays teachers' salaries and capitation grants for pupils. There is a substantial contribution through aid and the voluntary organizations. Parents pay school fees and examination fees.

RESEARCH AND DEVELOPMENT

Separate national funds are allocated for research and development. The most important current research project is a survey to estimate the number and type of disabilities found in the school-going population. A priority for curriculum development is the development of teacher training programmes for specialist teachers of handicapped children.

The main issues concerning the future development of special education are the integration of the handicapped in regular schools and making the necessary provision.

ANNEX I QUESTIONNAIRE

SPECIAL EDUCATIONAL PROVISION

(Please read the accompanying notes before completing the questionnaire)

NAME OF COUNTRY .....

PERSON COMPLETING THE QUESTIONNAIRE

a) NAME .....

b) POSITION .....

c) ADDRESS .....

.....

* Kindly complete all questions to the fullest extent possible. If a question can only be completed in part, please note in the appropriate section that the information is not available and give explanation.

SECTION I SPECIAL EDUCATIONAL POLICY

1. Please describe briefly the current policy objectives of provision for children and young people with disabilities made by the Education Service.

2. Within these major policy objectives for special educational provision what specific steps are being taken with respect to :

   a) early intervention and pre-school programmes ;

   b) the process of integration during the compulsory school years ;

   c) post-school continuing and adult education for those with disabilities ?

SECTION II LEGISLATION

1. Is there legislation concerning the education of handicapped children, young people and adults ?

   (Please Tick) YES ☐ NO ☐

2. If YES which Ministries are made responsible in legislation for the education of disabled children, young people and adults ?

   (Please tick all the Ministries with responsibilities)

Ministry of Education	☐
Ministry of Health	☐
Ministry of Social Welfare	☐
Other Ministries (Please specify)	☐
.....	☐
.....	☐

3. Does legislation define categories of handicap ? YES ☐ NO ☐

4. If YES which of the following categories are defined ?
(Please tick all the categories defined in legislation)

i) Emotional Disturbance and Social Maladjustment	☐
ii) Mental Retardation	☐
iii) Physical/motor Disabilities (including cerebral palsy)	☐
iv) Visual Impairment	☐
v) Hearing Impairment	☐
vi) Language Disorders	☐
vii) Learning Disabilities	☐
viii) Other Categories a).....	☐
(Please specify) b).....	☐
c).....	☐

5. Whether or <u>not</u> legislation defines categories of handicap which Ministries are responsible for the education of children, young people and adults with each kind of handicap ?

(Please tick appropriate boxes. The number i - viii are the categories listed in question 4)

	i	ii	iii	iv	v	vi	vii	viii
Education								
Health								
Social Welfare								
Other Ministries								

Where other Ministries and other categories are concerned please give details.

6. What are the main legislative provisions (current laws and regulations) which apply to the education of children, young people and adults who are handicapped ?

Do they apply to all categories and degrees of handicap?

Are any children excluded from the public education system because of the severity of their handicaps ? If so please give details.

(In reply to this question please list and describe briefly all laws and regulations which govern special educational provision and say whether they are part of educational legislation for all children, young people and adults or are separate from it)

7) a) Is education compulsory for all children ? YES ☐ NO ☐

b) Between which ages is it compulsory ? FROM..... TO.....

c) Is education compulsory for all children and young people who are handicapped ? YES ☐ NO ☐

d) if NO please give basis on which it is provided.

8. What levels of education for handicapped children, young people and adults are covered by legislation ? (Please tick appropriate boxes)

i) Pre-School	☐
ii) Elementary School	☐
iii) Secondary School	☐
iv) Post School	☐

9. Who is responsible for the implementation of education in general, as stated by the law ?

i) National administration	☐
ii) Regional/Provincial/State administration	☐
iii) Local administration	☐

10. Who is responsible for implementing legislation concerning special educational provision ?

i) National administration	☐
ii) Regional/Provincial/State administration	☐
iii) Local administration	☐

11. What new legislation is being developed or is contemplated in the next few years ? (which covers the interest of disabled persons)

SECTION III ADMINISTRATION/ORGANIZATION

1. Please describe briefly and illustrate with charts

   a) the way in which the education system for all children and young people is administered and organized.

   b) the administrative structure of the special education system.

   Please describe the relationship between primary, secondary and further education and special education in respect of administrative responsibilities and procedures. It would also be helpful to have an indication of the number of administrative officers concerned with each aspect of educational administration including special education.
   (Use separate sheet if possible)

2. At what level are the main policy and administrative decisions made about

   a) the education of all children and young people;
   (Please tick one box)

   i) National administration ☐
   ii) Regional/Provincial/State administration ☐
   iii) Local administration ☐

   b) special education provision.
   (Please tick one box)

   i) National administration ☐
   ii) Regional/Provincial/State administration ☐
   iii) Local administration ☐

3. Where more than one Ministry is responsible for special education what coordinating mechanisms exist between Ministries ?
Is there a special education coordinating body at national level ?
If so how often has it met in the last year ?

4. Where special education for children, young people and adults is being provided by Voluntary Organizations what administrative arrangements are made by national, regional or local government agencies responsible for special education to oversee their work ? Please describe briefly the way such provision fits in with state provision.

SECTION IV SPECIAL EDUCATIONAL PROVISION

1. What forms of provision are currently available for each kind of handicap in most areas of the country ? (Please tick appropriate boxes. Numbers i - viii refer to categories used in Section II Question 4)

	i	ii	iii	iv	v	vi	vii	viii
Boarding Special Schools								
Schools in Hospitals								
Schools in other Institutions								
Day Special Schools								
Special Classes in Regular Schools								
Support Teaching in Regular Class								
Other Arrangements i).....								
(Please specify) ii).....								
iii).....								

2. Is there any stated policy which encourages the integration of handicapped children into ordinary schools ?

YES ☐ NO ☐

If YES, please give details.

3. Please give a) The number of all pupils of compulsory school age enrolled in special educational provision ☐

b) The number of all pupils of compulsory school age ☐

4. What percentage of facilities/services are provided by :

a) the state education system; ☐

b) other government departments; ☐

c) voluntary agencies. ☐

The proportions may vary for different handicaps. Please indicate variations in respect of the categories i - viii already used.

5. Are there any pre-school services for disabled children ?

YES ☐ NO ☐

6. If the answer to 5 is YES please indicate all the kinds of services provided. (please tick relevant boxes)

i) Supported Parent Home Teaching Programmes ☐

ii) Itinerant Teaching Services ☐

iii) Special Nursery Schools and Classes ☐

iv) Support in Regular Nursery Schools/Classes ☐

v) Other Provision ..... ☐

(Please specify) ..... ☐

..... ☐

7. What Pre-school provision exists ? For what type of disabilities is it available ? (Please tick appropriate boxes, i - viii as in previous questions)

	i	ii	iii	iv	v	vi	vii	viii
i) No provision								
ii) A few scattered services								
iii) Provision available in most areas								
iv) Good provision everywhere								

8. Do young people and adults who are handicapped have access to post-school colleges and other institutions ?

YES ☐ NO ☐

9. If the answer to 8 is YES what kinds of provision are made ? (Please tick relevant boxes)

Academic, Technical and Vocational Education in

i) Colleges for all young people	☐
ii) Special Colleges for the disabled	☐
iii) In other Institutions (Please specify)	☐

Vocational Training and Work Preparation in

iv) Employment Service Provision	☐
v) Social Welfare Provision	☐
vi) In other Institutions (Please specify)	☐

10. What post-school provision is available for what kinds of disability ? (Please tick appropriate boxes, i - viii as in previous questions)

	i	ii	iii	iv	v	vi	vii	viii
i) No provision								
ii) A few scattered courses								
iii) Courses available in most areas								
iv) Good provision everywhere								

11. What services are available to bridge transition from school to adult and working life ? How are they coordinated ? Please give a brief description of transitional arrangements.

12. What procedures exist for the early detection of disabilities in the pre-school years ? Please describe briefly any screening procedures and other arrangements to diagnose and assess disabilities.
(To cover also the Health System and Community Based Rehabilitation)

13. What procedures exist for assessing special educational needs in the pre-school, compulsory school and post-school periods ? Please describe assessment procedures briefly. Which professions are involved ?

14. How are parents involved in assessment procedures and decision making with respect to special educational needs ? Please describe briefly both policies and practices.

15. What support services are available to regular and special schools ? (Please tick appropriate boxes)

	Available in	
	Regular schools	Special schools
i) Medical Services		
ii) Nursing Services		
iii) Speech Therapy		
iv) Physiotherapy		
v) Psychological Services		
vi) Advisers/Consultant Teachers		
vii) Peripatetic/Itinerant Teachers		
viii) Others Services		
(Please specify)		

Please describe briefly the nature and extent of each services.

16. What pre-qualification and in-service training is available to all teachers working in regular elementary and secondary schools about teaching children and young people with special educational needs ? Please give a brief description.

17. What pre-qualification and in-service training is available for teachers specialising in special education ? Please give a description of the recruitment, training and qualification procedures for special education teachers.

18. What training programmes are available for other associated personnel (i.e. mobility instructors, audiologists, speech therapists, technicians..

SECTION V FINANCE

1. How is special educational provision financed ? How are costs shared between national, provincial and local authorities ? How much is contributed from other sources including voluntary organisations ? Please give brief details of the way elementary and secondary education is financed and its relationship to the financing of special education.

2. Does government finance for handicapped children and young people cover

i) Pre-school education; ☐
ii) Compulsory schooling; ☐
iii) Post compulsory schooling; ☐
iv) Vocational education; ☐
v) Adult education ? ☐

(Please tick appropriate boxes)

3. To what extent do national, provincial and local authorities give financial assistance to voluntary organisations to enable them to provide special education ? Please describe the system briefly, separating contributions to capital projects from those to runing costs and giving an indication of the assistance in percentage terms.

4. Do parents contribute to the cost of their childrens education in regular schools ?

YES ☐ NO ☐

5. If the answer to question 4 is YES please describe the ways in which

a) they must contribute or b) in which tey may contribute and the amounts involved

6. Do parents contribute to the cost of their handicapped children's education in special schools ?

YES ☐ NO ☐

7. If the answer to question 6 is YES please describe the way in which

a) they must contribute or b) in which they may contribute and the amounts involved.

SECTION VI RESEARCH AND DEVELOPMENT

1. Are separate national funds allocated for research and development in the field of special education ?

YES ☐ NO ☐

2. What are the main issues concerned with the future development of special education ? eg early intervention programmes, integration, vocational education etc. Please describe them briefly.

3. What aspects of curriculum development are currently receiving attention in the field of special education ?

4. What are the most important current research projects in the field of special education ? Please describe them briefly.

SECTION VII ASSISTANCE

1. Are there any aspects of special education where the research carried out and the experience gained in other countries would be particularly helpful ? Please specify briefly.

SECTION VIII ANY OTHER COMMENTS

ANNEX II REFERENCES

- Unesco Expert Meeting on Special Education (1979) Unesco, Paris 15-20 October 1979, Final Report.

- International Year of Disabled Persons - World Conference on Actions and Strategies for Education, Prevention and Integration. Torremolinos, Malaga, 2-7 November 1981, Final Report.

- Helping Handicapped Pupils in Ordinary Schools: Strategies for Teacher Training: Report on a survey of fourteen countries, Unesco 1986.

- Directory of Special Education, IBEDATA Series, Second Edition 1985.

- Information on Unesco projects and activities in the field of special education during 1986-1987.

- Unesco Consultation on Special Education - Unesco, Paris, 2-6 May 1988, Final Report. Summary of discussions, basic principles and trends, suggestions for Unesco's programme on education of disabled persons, considerations for national action.

- United Nations Decade of Disabled Persons 1983-1992 - Manual on the Equalization of Opportunities for Disabled Persons, United Nations, New York, 1986.